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ABSTRACT

BORN FREE is a project designed as a collaborative effort of university-based counseling psychologists and field-site educators to reduce career-related sex stereotyping in educational institutions and to broaden the range of career options for women and men. This summary of the early efforts of BORN FREE in 9 of those 14 institutions presents case studies which represent an analysis of two data sets: a systems analysis by teams of educators working in their own institutions and interviews conducted by the project change process evaluator. Each of the nine institutions has been analyzed within a context of (1) background, (2) initiation, (3) implementation, and (4) outcomes and continuation with reference to the project's second year. In the initiation phase, attention is focused on how and why individuals and institutions became involved with BORN FREE, and the kinds of expectations and backgrounds they brought to the project. The case summaries reflect the differential planning and progression in each institution. Emphasis has been placed on the dynamics of individual institutions in hopes that awareness of those experiences will be helpful to others seeking to bring about constructive changes in education. (Author/NRB)

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Project BORN FREE

L. Sunny Hansen, Director

Case Summaries of the Educational Change Process in Project BORN FREE Institutions 1976 - 1977

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Dennis L. Keierleber

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PREFACE

The present report is based on a collaborative effort of educators in several educational institutions to expand career options for girls and boys, men and women through developing and implementing a plan for change. Teachers, counselors, administrators, librarians and other school and college personnel served as "internal consultants" to their own institution, while university-based "external consultants" helped them assess the needs, develop materials and create implementation plans to reduce career-related sex-role stereotyping. Names of the nine institutions analyzed here are disguised to protect the privacy of both personnel and institutions. These efforts to bring about educational change occurred in a federally funded two-year project entitled BORN FREE. Its purpose is in the acronym: to Build Options, Reassess Norms, and Free Roles through Educational Equity.

One person is responsible for this documentation. Dennis L. Keierleber, who was change process evaluator the first year, took on the herculean task of analyzing the change process in the 14 BORN FREE institutions -- all on a part time appointment concurrent with his work on a dissertation in counseling psychology. It is a tribute to his commitment, perseverance, and talent that he completed the analysis for nine of the institutions while also attending to several other evaluation tasks on the project. His contribution to the project cannot be measured; it is monumental. And no words written here could express the appreciation we feel for both the quality and the quantity of that contribution.

L. Sunny Hansen
Director, Project BORN FREE

INTRODUCTION

The present report is a summary of the beginning efforts to initiate and bring about change in the area of career-related sex-role stereotyping in nine educational institutions. Its main purpose is to provide those interested in educational change with some insights gained by those teachers, counselors, administrators, and parents working in their own institutions to bring about change in an important but sometimes sensitive area of human development. The intent is to illustrate through the experience of some prototype institutions what happens when they collaborate with a federally funded university project to improve in an area of assessed need -- reducing career-related sex-role stereotyping.

The data presented in the following pages are the result of two major data collection processes: 1) a systems analysis completed by teams of two educator practitioners working in their own institution and released part time to assist in the development of Project BORN FREE; and 2) in-depth interviews conducted by Dennis Keierleber in his role as change process evaluator for the project.

The case summaries represent an analysis of these two sets of data. Methods of the systems analysis varied from one institution to another (interviews, observations, document reviews, and questionnaire surveys), with varying degrees of sophistication. The analysis was undertaken to help each institution do a needs assessment (including a status assessment) to determine its readiness for dealing with issues of career-related sex-role stereotyping and, ultimately, for using BORN FREE training tapes and print materials.

The systems report included such information as demographic data on staff and students as well as on parents and community, on current and past activities in the areas of career development or sex bias issues (such as affirmative

action), on supports for and resistances to change efforts; on facilitators and inhibitors of student development; future plans and goals; and on data sources. Teams used a variety of data collection methods, including observations, interviews, review of available documents, and questionnaire surveys of staff and students. These reports, written by field practitioners, provided a foundation of each institution's past and present relationship to problems of career-related sex-role stereotyping.

The interviews consisted of well over 40 hours of tape-recorded interviews with project managers, project assistants, field staff, and administrative liaison persons. Notes were transcribed and analyzed by the process evaluator. Although 14 educational institutions were involved in the first year of Project BORN FREE, only nine case summaries were completed, due to the fact that the amount of time allocated for evaluation was not sufficient to complete the task. The amount of work that went into these nine case studies alone was enormous and far beyond the scope expected in the original evaluation design.

It was well into the first quarter of the Project that the decision was made to try to analyze the change process in participating educational institutions according to the adaptation of a model developed by the Rand Corporation. The model was based on a nationwide study of 293 federally supported innovative educational change projects (Berman and McLaughlin, 1974, 75). It emphasizes that change occurs in distinct and different stages and requires mutual adaptation of projects and institutions. The three stages or phases identified in the Rand model are 1) Initiation, 2) Implementation, and 3) Outcomes and Continuation.

Because BORN FREE was only in its first year, only the first two stages were emphasized in this case summary analysis. Each of the nine institutions

(two senior highs, one junior high, one elementary school, two community colleges, one vocational-technical institute, one four-year liberal arts college, and one large university) has been analyzed within a context of a) background, b) initiation, c) implementation (activities, influential factors and adaptations), and d) outcomes and continuation, the latter only with reference to the second year of the project. Fictitious names are used to protect the identity of the institutions.

In the initiation phase attention is focused on how and why individuals and institutions became involved with BORN FREE and the kinds of expectations and backgrounds they brought to the project. Typical questions asked were the following: What previous experience did each institution have with career development or sex-role stereotyping programs? What were the institutional reasons for involvement and what kind of support and commitment existed? What was the role of key persons in planning? What difference did administrative support make? What was the role of teachers and counselors? What were the indicators of readiness for change and resistance to change? What unanticipated events hindered or facilitated project development in each institution?

It should be pointed out that the primary tasks of the first year were defined as materials development, specifically the creation of three multimedia training packets for use as intervention strategies with educators and parents in reducing sex bias in career options. It was somewhat remarkable, therefore, that several BORN FREE teams "couldn't wait" and started planning implementation activities during year one. Others proceeded more slowly and used the first year to analyze their situation, plan, and set the stage for second-year implementation.

The case summaries reflect the differential planning and progression in each institution. Each is idiosyncratic, and since the change process

evaluation was intended to be exploratory and formative, no generalizations about the process of educational change can be made. Emphasis has been placed on the dynamics of individual institutions, and it is hoped that awareness of those institutions' experience will be helpful to those seeking to bring about constructive change in education. The information should be especially useful to those presently or potentially involved in implementing the goals and concepts of Project BORN FREE in their institutions.

For a more detailed analysis the reader is referred to BORN FREE Technical Report No. 6, Evaluation of Educational Change Process in Project BORN FREE Institutions, 1976-77 by Dennis L. Keierleber and L. Sunny Hansen.

We wish to acknowledge the dedication and cooperation of field site staff in collecting and summarizing data for the systems analyses. We also wish to express appreciation for the many contributions of university staff and field staff who consented to be interviewed, completed evaluation forms, and added in numerous ways to our understanding of change process as it was occurring in the several institutions which are part of the project.

To the participating schools and colleges, too, we owe a great deal for their willingness to take some risks and join us in this collaborative effort.

A great deal of appreciation is also expressed to Esther Wittenberg for her care and skill in typing the manuscript.

L. Sunny Hansen

Director, Project BORN FREE

Suburban Park School District

GLENWOOD ELEMENTARY SCHOOL

Background

Glenwood Elementary School in the Suburban Park School District began operations in the early 1950's and is located in an older, established area of Suburban Park. This residential area is less affluent than other parts of Suburban Park, with a mixture of blue and white collar workers among family heads in the area. Approximately 20 percent of the 600 students, equally divided among boys and girls, participated in a subsidized lunch program, one indication of financial need among families.

The school functions with a traditional classroom structure for kindergarten through sixth grade students; classrooms are self contained with one instructor teaching all subjects, although with some assistance from specialists in some subject areas such as art and music. Of Glenwood's staff of 33, only eight persons are male. The greatest number of students are in the fourth through six grades, indicating a decline in enrollments at the lower grade levels. Some district administrative offices are located in the Glenview School Building.

Glenwood has had little in the way of organized programs concerning issues of sex-role socialization or career development. Some instructors have dealt with these issues in their classes, but only on an individual basis. Most staff development programs in which staff have participated are those sponsored by the district.

Initiation

Glenwood was selected to participate in Project BORN FREE in the latter part of summer, 1976. The project director had considered inviting one of the two elementary schools in Suburban Park noted for innovative educational

programs. However, at a Project BORN FREE presentation delivered by the project director at an inservice training session for Suburban Park elementary staff, several persons from Glenwood expressed interest in participating in the project. Few staff from the other elementary schools volunteered. The assistant superintendent of elementary schools in Suburban Park was familiar with a number of the Glenwood teachers who expressed interest and supported the selection of the school for the project. The assistant superintendent made arrangements with the school's principal for Glenwood's participation. The project director did not meet the principal until several months after the academic year began, although she indicated he was supportive of the project's goals.

The assistant superintendent, whose office is housed in the Glenwood school building, was responsible for asking the field site representatives from Glenwood if they would participate in the project. Both persons were selected only shortly before the first project all-staff meeting in October, 1976, that initiated the beginning of implementation of Project BORN FREE in all of the project institutions. One woman selected, an instructor, has had a long-time interest in issues of sex bias. She has instituted a number of procedures and programs within her classroom to insure equitable learning experiences for females and males. She also has had somewhat of a reputation in the school for being assertive about changing school policies and practices that may perpetuate sex-role stereotypes. Since the elementary schools in Suburban Park do not have counselors (a criterion for selection of at least one field staff member from each participating Project BORN FREE institution), Glenwood's media specialist was selected. She had been involved in sex bias issues previously as a member of Suburban Park's affirmative action committee to prepare guidelines for selection of library and other media materials. The

committee's responsibility was to ensure the reduction of sex and race-biased presentations in educational materials used in the district schools. Glenwood Elementary School, then, started participation in Project BORN FREE with some interest among the staff and primarily the strong interest of the district's assistant superintendent for elementary schools. The school, however, had had limited previous activity in the areas of career-development and sex-role stereotyping.

Implementation

Activities. No major activities to implement change were attempted by field staff during the first year of Project BORN FREE at Glenwood. The field staff indicated that their major goal for the year was to make staff aware of the issues and problems Project BORN FREE was concerned about. Specific change agent activities would be conducted the following year.

Some significant incidents did occur during the year, however. Early in the academic year, as part of the district-wide human relations program, Glenwood scheduled a staff inservice session with an out-of-state professor speaking on women's issues. The field staff indicated the speaker was perceived as strongly feminist by the school staff; the tone of her presentation was fairly accusatory and attacking. The staff at Glenwood, especially the male instructors, were offended and angry by the manner of the presentation. This event generated some resistance and resentment toward the issue among the male staff.

About two months after the inservice program, the project director, the elementary level project assistants, the field staff, and the assistant superintendent of elementary schools made a presentation to the full Glenwood staff describing Project BORN FREE. The assistant superintendent played an instrumental role in having the presentation made. He had requested of the

principal that all staff in the school be present. The assistant superintendent made a strongly supportive statement about Project BORN FREE and was optimistic about its potential for positive impact. The field staff indicated, however, the general faculty reaction after this meeting was that there was little time to become involved in or start any new activities during the school year. A resistant attitude of the male faculty toward the sex-role stereotyping component of the project was also evident.

Informal, one-to-one discussion comprised the bulk of other project-related activity at Glenwood during the first year. The field staff's identification with the project enhanced questions and discussions among field staff and other faculty about the project. A number of female instructors were interested in the project's activities and frequently asked about the project's progress. Because of the general concern for sex bias issues, however, of one field staff member, the person's conversations with other staff members, both male and female, continued throughout the year and probably were no different than efforts in previous years. Responses from male staff to her comments often were joking but still somewhat defensive toward her views.

Both field staff members in the past have included concerns of sex-roles and careers in their activities directly with students. These activities continued during Project BORN FREE's first year. The instructor often discussed issues of male and female stereotypes in class readings; the works of male and female authors; men in nontraditional careers such as ballet or symphony music; and other topics that can be related to cultural differences or expectations of women and men. The media specialist occasionally discussed career possibilities with students, as well as continuing her work on assisting staff in selecting non-biased books.

The staff at Glenwood, in addition to the inservice session mentioned earlier, also participated in the district-sponsored inservice staff development sessions conducted during the school year on future alternatives for human beings.

Influential factors. The commitment to reducing sex-role stereotyping practices at Glenwood, and district-wide at the elementary level, appeared to be strongest for the assistant superintendent of elementary schools in Suburban Park. Until the present, this area has had a high priority district-wide for the past several years, as evidenced by the previous staff development programs sponsored by the district on human relations, affirmative action, and sex bias. Although there is a state-wide mandate for change in these areas, Suburban Park has been more active than many other school districts in sponsoring such programs. The field staff indicated that the school principal is not a strong advocate for change in the areas of career development or sex-role stereotyping, but he is accepting and supportive of their endeavors. He has helped the project needs in a number of ways. He arranged for a bus to transport students and staff to the University for their participation in the videotapes being developed as part of the project. He assisted in contacting parents for a project-sponsored parent advisory group and in locating substitute instructors when field staff had to attend project meetings. Whether from a sense of district-level pressure or personal concern, he has been cooperative. However, the thrust for change in the school and district appears to come from the assistant superintendent.

A second factor characteristic of Glenwood, as of many other elementary schools, is the relatively new fields of career development and counseling of elementary students. Much of the emphasis on career development in the past has stemmed from counseling and guidance based programs in public schools.

With the advent of the national movement toward career development and career education in public schools in the last seven years, these concerns have only begun to be applied down into the elementary levels. Frequently such programs are evident in school systems that have put a continued priority on career education district-wide. Suburban Park has had federal funds for career education in the past, but it has not placed a high priority upon the area. Thus, at Glenwood especially, because of its traditional orientation, few career education activities have been evident. Likewise, counseling of elementary students has been limited in Suburban Park, with only two district elementary counselors for six elementary schools. Thus, although Glenwood has had some exposure to these areas through district staff development programs, career related and guidance-oriented activity has been very limited.

The major problem area at Glenwood with regard to implementation relates to sex bias and sex-role socialization issues. Suburban Park has had a fairly active program district-wide concerning affirmative action, issues of sex bias, Title IX compliance, and expanding options for male and female students. The majority of the predominantly female staff at Glenwood has been supportive and interested in these concerns, but has not been very active in any type of school-wide intervention programs. The male minority among faculty at the school comprise a strong peer group. Because of the continuous programs on sex bias sponsored by the district; the inservice workshop at the beginning of the school year that generated some resentment among the male faculty; and to some extent, the assertive and confrontive approach of the one field staff member; the male faculty as a group have voiced some resistance to any further demands upon them in this area. The presentation to the full school staff on Project BORN FREE during the school year resulted in a general response from the male faculty and a few of the female faculty that Project BORN FREE was

"more of the same" about sex bias; they had heard enough on the issue. The field staff indicated that there would be some difficulty in developing school-wide interventions because the male staff are somewhat resistant toward help with or further explanations of the problems of sex bias. The male faculty's understanding and cooperation are limited. One male faculty member indicated to a field staff member that he was fair and equal to all his students and saw no reason to deal with the issue further. Another male faculty developed a sports bulletin board with only males represented, a type of practice that one of the field staff members is trying to change toward equal representation. The tactic apparently was devised to "tease" the field staff member, knowing she would react strongly to such a representation. The project assistant working with Glenwood field staff indicated that such interchanges became a game to provoke the one field staff member.

There apparently is some polarization among male and female staff centering around the issue of sex bias. During the meeting of the Glenwood School staff at which Project BORN FREE was presented, the male staff sat separately as a group from the female staff. Another example, at the end of the school year, an all-staff party was planned by the male faculty. When the female staff indicated the location for the party was too expensive, the male staff cancelled the plans, made arrangements for a party for themselves, and left the female staff to plan their own party.

The negative attitudes of the male faculty as a whole toward issues of sex bias may not be representative of the attitudes of individual male faculty members, however. The male faculty, as a minority among staff at Glenwood, appear to exert strong peer pressure on one another; they stay together closely as a group. Often they seem to be held in check by this pressure; they are reluctant to make a supportive statement or effort because of the potential

reactions of other males in the group. In one case, a field staff member asked a male colleague if he and his students would participate in the video-tapes being developed as a part of Project BORN FREE. He declined, indicating he would probably be "razzed" by his male colleagues if he did.

Although student enrollments at the elementary level are declining in the Suburban Park district, staff positions are not threatened at Glenwood. Parents in Suburban Park have their choice of elementary schools to which their children can be sent. Glenwood, the most traditionally structured of the elementary schools, seems to be favored by parents. Thus, enrollments have remained steady and will increase in future years. At the end of the academic year, six staff members were expected to leave Glenwood, only one because of a termination. Six persons also were scheduled to join the staff at Glenwood from elsewhere in the school district. Additional students also will enroll at Glenwood because of the closing of one other elementary school in Suburban Park. Thus, the Glenwood staff is relatively secure; they have not been affected by budget cutbacks and declining enrollments as extensively as have other schools in Suburban Park and in other public school districts participating in Project BORN FREE. However, the staff workload most likely will increase with the assimilation of additional students.

In general, Project BORN FREE during the first year at Glenwood came to be identified as another "women's movement" program with emphasis on the sex-role stereotyping component of the project. Coupled with previous district activities and programs in this area, resistance, primarily among male faculty, toward further interventions to reduce sex-role stereotyping practices at Glenwood increased somewhat during the year or, at least, maintained an already heightened level.

Adaptations. Because of the limited activities related to Project BORN FREE at Glenwood, the field staff did not adjust or modify their strategy for implementation during the first year. Further activity may have been possible if a more favorable response was evident among Glenwood's staff, but the initial negative reaction did not provide support for the field staff to attempt any school-wide interventions. Even the female faculty, most of whom are supportive of Project BORN FREE goals, appeared somewhat reticent about becoming involved in any planned activities, although the extent to which action was encouraged by the field staff was not great. Expectations of change modified somewhat over the year. The field staff indicated change programs might be more difficult because of the events of the year, such as the school's inservice program at the beginning of the academic year, coupled with the identification of Project BORN FREE as a women's movement program. The greater visibility of the sex-role stereotyping issue in the school may have generated greater defensiveness among the male staff.

In terms of adaptations in future plans for the second year of Project BORN FREE at Glenwood, the field staff reported they would develop activities within the framework of career development and play down the emphasis on the issue of sex-role stereotyping. This approach would less alienate staff at Glenwood and have a higher probability for acceptance. The field staff did not specify any concrete intervention activities for the second year; what is planned would be decided in conjunction with the persons from Glenwood who attended the BORN FREE summer workshop, the approval of school and district administrators, and an assessment of the new faculty who will join the staff. The field staff indicated they planned to discuss career development and sex-role stereotyping issues with their students directly. The assistant superintendent of elementary schools, they reported, may also wish to use videotapes

and materials from Project BORN FREE for a district-wide inservice program for elementary faculty.

Three instructors, all women, from Glenwood attended the BORN FREE summer workshop. They developed an activity plan for implementation at Glenwood during the second year of Project BORN FREE. Part of their strategy stems from their perception that district-sponsored programs concerned with sex bias issues were frequently poorly presented and were forced upon faculty instead of offered as one alternative program faculty could attend. They recognized that biases still do strongly exist among some of the staff at Glenwood. Their basic goal at Glenwood for the second year is to reduce the resistance and defensiveness levels among staff so that the issue can be presented to and examined by the staff with no accusations or threat to faculty's personal values.

The activities planned include presenting a review of the project and summer workshop activities to the full staff at Glenwood. Learning exercises from the materials prepared for the workshop will be shared with the staff. These materials will be developed into an activities file for instructor use in classrooms. Faculty also will be asked to volunteer their students to complete one learning activity describing the different occupations of the student's family members. This listing will be used for a career resource file to identify parents who might visit classrooms to describe their occupations to students. A second major activity is the establishment of a staff support group to discuss problems encountered in the school in attempting to implement activities, provide feedback on use of project-developed materials, provide progress reports on activities to the school and district administration, and develop future activities. The support group also would attempt to establish a working relationship with the school's parents' organization.

One additional note concerns one of the summer workshop participants from Glenwood. The participant was the one person from the school scheduled for termination because of her low seniority in the district. The assistant superintendent of elementary schools in Suburban Park contacted her shortly before the end of the workshop, saying he would make a concerted effort to have her rehired to work somewhere in the district, if not at Glenwood. He stated her training in the workshop would be an asset to the district.

Outcomes and Continuation

Outcomes from Project BORN FREE's first year of involvement at Glenwood elementary school are limited. The field staff reported there was no greater priority for change among staff at Glenwood during the year. Support was evident from the assistant superintendent from the beginning of the project and from the principal during the year, though the latter has not taken a strong position on the issues of career development or sex-role stereotyping. Several female staff members have responded with interest and through the visibility of the project at the schook, form the basis of a support group for intervention activities during the project's second year at Glenwood. The field staff believe the issue has been presented and staff are aware of the concerns of the project. This awareness provides the basis for concrete activities during the second year. However, the project had some negative impact, coupled with other district-sponsored activities on sex bias, in generating some more resistance among male faculty toward change activities related to sex-role stereotyping. In general, Project BORN FREE did have some impact, albeit limited, during its first year at Glenwood. It helped focus the issue of sex bias and provided for an ongoing intervention team to continue program development and possibly undo some of the negative reactions school staff had experienced only at the district level. With regard to the school itself,

Glenwood is at somewhat more of a beginning stage, relative to other institutions participating in Project BORN FREE, in implementing changes in the areas of sex-role stereotyping and, especially, career development. Although the long-term impact of the project at Glenwood remains to be seen, few if any interventions probably would have taken place without the school's involvement in the project.

A number of factors affecting the Suburban Park district as a whole also may affect the type and extent of continued project-related activities at Glenwood during the second year. The school district will enter contract negotiations with staff in 1977-1978. The faculty had planned upon a salary increase this coming academic year and did not receive it. Thus, staff energy may be directed toward salary and budget problems, morale may be low as a result, and additional programs, such as Project BORN FREE, may have limited priority among staff.

Because of the emphasis of Suburban Park's new superintendent upon basic skills education and of the financial cutbacks facing the school district, programs such as music, art, counseling and other areas may have less a priority with limited resources. The field staff indicated there is pressure for district teachers to give up such programs if they desire salary increases.

Glenwood has relied upon the district's inservice staff training program and the activity of the district's affirmative action officer for most of its staff development in the areas of career development and sex-role stereotyping. With the affirmative action officer's retirement and the reduction of the district's inservice program, there will be fewer supportive activities in the district for Glenwood to utilize in areas of concern to Project BORN FREE.

One final factor is the addition at Glenwood of a new male faculty member. Because of the open, expressive nature of this person, the field staff

indicated he may be a key supportive and instrumental person in bringing about changes in the attitudes and perceptions of the current male faculty group at Glenwood.

Suburban Park School District

VALLEY VIEW JUNIOR HIGH SCHOOL

Background

Suburban Park Valley View Junior High School, established in the late 1950s, borders on a more newly developed section of Suburban Park. The socioeconomic level of this area is somewhat higher than that of other sections of the municipality. The school enrolls over 1,000 students in grades 7 through 9; slightly more than half of the students are male. Twenty eight of the 70 professional staff employed at the school are female; the median age of the total professional staff is about 37 years. The school is typical of a public junior high school and employs a modular scheduling system which provides more flexibility for faculty in course scheduling and programming.

The school has had previous activities in the area of career development, stemming from a federal grant for the development of career education materials during 1971 to 1973. Although several activities and materials created during this period no longer are used, others have been retained in curricular offerings. Other career-related activities also have been developed for students because of the continued interest of some counselors and faculty in this area.

In 1975, the long term objectives developed by the Valley View staff for the school included increased emphasis upon the affirmative action program. Thus, in addition to activities related to sex equity issues sponsored at the district level, the school itself has been somewhat active in attempts to bring about changes in this area. Several faculty members and counselors at Valley View also have had a personal priority in the area of sex bias and stereotyping. A number of curricular activities have been developed to deal with these issues in student instruction. Valley View's new principal, who

began tenure at the beginning of the 1976-1977 academic year, is a woman with a strong, long range concern for promoting equal educational opportunities for male and female students.

Initiation

Valley View was selected to participate in Project BORN FREE as a second choice among the junior high schools in Suburban Park. In consultation with the assistant superintendent of secondary schools in Suburban Park, the project director invited staff from another junior high school in the district to participate in Project BORN FREE. This junior high school was in the less affluent section of Suburban Park, was fairly traditional in structure and philosophy, and had been involved in fewer previous special projects than had Valley View. The decision, in part, reflected the concern of the district administration to equalize program opportunities in the various schools in Suburban Park. At an inservice staff development session before the beginning of the school year, several persons from this other school expressed interest in participating in Project BORN FREE. However, when the selected field staff members attended the first all-project orientation meeting in October, 1976, they realized the work for the project required more time than they would have available. Thus, another junior high school needed to be chosen.

The assistant superintendent of secondary schools and a counselor from the Suburban Park high school participating in Project BORN FREE, contacted the principal of Valley View; the principal agreed to the school's participation in the project. The principal and the selected field staff were given an orientation to the project by the project director and the junior high level project assistant shortly after the all-project orientation meeting. Therefore, although somewhat late in its selection, Valley View became involved in the project without much time loss after the project work began in October, 1976.

The field staff members were selected by the Valley View principal. Although they were requested to serve as Valley View's representatives fairly directly, the two women chosen had expressed an interest in the project at the district-wide inservice staff development session during the previous August. One person, a counselor, had been active in organizing career development programs at Valley View for several years. She not only provided relevant services to students through the school's counseling unit, but also taught and consulted faculty on career education units in various curriculum offerings. She had made presentations on career development at district-sponsored inservice training programs in previous years. The counselor also was interested in the issues surrounding the changing roles of women and men; she had incorporated these concerns into a number of her career-related programs.

The other field staff representative, an instructor, has had an interest in the area of sex-role stereotyping and had been active in dealing with these issues both with students and faculty. The instructor is a member of the district's affirmative action committee and also served on the district's inservice staff development program committee during 1976-1977. The inservice program's theme was alternative futures and expanding roles for men and women. She had served several years ago on the planning committee of a district-wide program with a similar theme on expanding roles of girls and boys. She had incorporated sex-role stereotyping issues into her courses and provides consultation to other faculty interested in including such issues in their courses.

Although Project BORN FREE began at Valley View a little behind schedule, relative to other participating institutions, it had strong support from the school's administration, an experienced and interested field staff, and some previous programs in the areas of career development and sex-role stereotyping already established.

Implementation

Activities. The field staff's approach to implementing Project BORN FREE involved a gradual, nonpressured approach in dealing with other staff and increased activities for direct work with students.

Besides the presentation made to the staff of Valley View by the project director at the district inservice program conducted before the beginning of the school year, the field staff made a presentation about the project at a school faculty meeting. The school principal also sent an announcement to faculty supporting the project. Several announcements via the faculty newsletter were made regarding the project's progress and the BORN FREE summer workshop.

Because of their visible identification with the project and its concerns, the field staff indicated that they received increased inquiries from faculty about information related to career development and sex-role stereotyping. In addition to staff questions about the nature and progress of project activities, the field staff also were asked to consult on how activities could be developed for various course units.

A number of activities were added to curricular units as a result of these inquiries or by direct instruction of the field staff themselves. For example, a unit on sex-role stereotyping was added to the regular career education unit in the ninth grade English classes. A game on "Man and Woman: The Classic Confrontation," was used to explore male-female roles in careers, power, and socialization. In the home economics area, the instructor field staff member began discussions of sexism in her classes. She had students evaluate their reading materials for sexist views, and students were not allowed to bring sexist materials into the classroom. On several occasions, both field staff members gave to groups of students a copy of the Project BORN

FREE emblem, described the project to students, and conducted a discussion on the problems of career-related sex-role socialization. The instructor field staff representative began a new course on family life during the project's first year at Valley View. Issues of sex-role stereotyping were incorporated into the course. The other instructors for the course, which is team-taught, borrowed and applied these curricular materials developed by the field staff member to their sections of the course. The field staff member indicated that one main effect of the project was the increased application of the problems of sex-role socialization as curricular units in her class.

The field staff also devoted time to encourage parent involvement in the project. The counselor made a presentation to the school's community advisory council, a group of parents who discuss and make policy recommendations for educational programs in the school. The group was interested in the project, but was already committed to a number of other activities. Through continued efforts, the field staff located two parents who were willing to act in an advisory capacity to provide parental input to the development of activities and materials produced by Project BORN FREE.

Valley View had a number of activities in progress related to career development especially and also sex-role stereotyping issues before its affiliation with Project BORN FREE. These activities continued during the project's first year. Several years ago, Valley View had received federal funds to develop career education curriculum materials. Six departments were involved in the materials development. The materials are still in use; however, only two departments use them on a regular basis. The major ongoing career education program for students is through a ninth grade English unit on career awareness. The school counselors and English instructors co-teach this unit employing field trips, audiovisual materials, computer information interactive systems,

guest speakers, and on-the-job work visitations by students. The counselor field staff member, in this course unit, discussed women in the world of work and the expanding roles of women and men. She also discussed the impact of the Equal Rights Amendment on both men and women. Several guest speakers in nontraditional career areas, such as women in health sciences and a male airline cabin attendant, made presentations, emphasizing the elimination of sex-role stereotypes in careers. Another English teacher during the year began a course on the history of women emphasizing careers of women in a variety of areas.

The school also developed a career information center several years ago in the school library. During the project's first year, the counselor field staff member worked with the school librarian in selecting materials representative of men and women in nontraditional careers.

Much of the activity at Valley View concerning reduction of sex bias has stemmed from district-wide affirmative action and inservice programs. School-initiated activities during the past few years have been the inclusion of an affirmative action committee member on all staff selection committees at the school; and the development of coeducational related arts, music, and physical education classes. The home economics department has continued using course units designed to increase student awareness of the effects of sex-role socialization. Some methods included are values clarification exercises; audio-visual materials, such as the film "Free to be You and Me"; counselor presentations on nontraditional careers for men and women; and guest resource speakers on how their nontraditional careers affect their life styles and relationships.

In sum, although career development and sex-role stereotyping issues have been compartmentalized in a few selected areas in Valley View's programs and

curriculum, these topics have been presented to students on a continuous basis for the past several years.

Influential factors One major factor that has implications for the impact of Project BORN FREE at Valley View is the strong administrative support of the principal and assistant principal. The woman principal has had an active interest in sex bias issues and places a high long term priority on the problem area in her new position at Valley View. The field staff indicated, however, that her approach to any interventions to reduce bias is their incorporation in existing programs and structures, not through the addition of new programs. Some of the faculty at Valley View were somewhat concerned about the new principal when she was first appointed, but any apprehensions were alleviated by her functioning during her first year in the position. She has been very supportive of the field staff's work in the project and assisted in a number of project tasks as an unofficial member of Valley View's project team. Because of the principal's high priority given the project, on one occasion, she released the field staff from mandatory parent-teacher conferences to attend a Project BORN FREE meeting. The assistant principal also has been a supporter of Project BORN FREE goals; he was one participant from Valley View to attend the BORN FREE summer workshop.

Faculty resistance or opposition to changes in the traditional roles of men and women is limited to a small group of staff. The field staff indicated that a number of faculty expressed interest in the project and in the BORN FREE summer workshop. Several staff expressed disappointment in not being able to attend the workshop because of summer school teaching schedules.

Two problems concerning the faculty serve as potential barriers to the impact of Project BORN FREE at Valley View. The staff at Valley View, according to the field staff, maintain a heavy workload. Resistance to

participation in Project-related activities stems more from the threat of additional programs and increased workloads than from disagreement with the goals Project BORN FREE espouses. Second, the Suburban Park district for the past several years has had active affirmative action and Title IX compliance programs. Activities stemming from these programs have made increased demands upon faculty time in surveying course contents and textbooks, completing questionnaires, and preparing reports. The district also has had several inservice programs on sex-related issues. The district's inservice theme for 1976-1977, exploring alternative futures for human beings, paralleled many of the concerns of Project BORN FREE. As a result, the field staff reported that the faculty might be somewhat satiated on the topic of sex bias problems. In general, the district has sponsored at least one theme or priority for action through the inservice program for each of the last nine years. The staff at Valley View, as may be the case district-wide, is weary of any new and additional programs that may add to their work responsibilities.

Although the principal and the school as a whole place a priority on reducing practices and policies of sex bias, the field staff expressed concern that, because of previous district-wide activities in this area, faculty response to efforts for further changes might be slower in coming about and result in fewer or less visible examples of change. Similarly, in a recent evaluation of school needs and priorities, career education was ranked fourteenth in importance out of eighteen need statements. Thus, activities in the area of career development may increase somewhat as a result of Project BORN FREE's presence in the school; however, an increase in priority for changes in this area is unlikely.

Adaptations. The field staff at Valley View did not make any major adjustments in their implementation plans during the course of the year. They

made few demands upon other faculty and kept them informed of project activities. This approach was consistent with their original plan of assuming a gradual, long term approach is necessary for any changes within their institution. Any interventions must take into account and necessarily will be limited by other demands on and responsibilities of the staff at the school.

Probably one adjustment involved a change in the attitudes and interactive styles of the field staff members. They indicated they planned to approach implementing change in their school by working with faculty voluntarily wanting to participate in some aspect of the project. This approach was consistent throughout the year. However, both field staff members reported that participation in the project greatly broadened their perspectives of the subtle effects of sex-stereotyped practices. Because of their increased awareness, they comment upon and react to examples of sex biased behaviors that they might have ignored in the past. On an individual basis, they are more assertive in their daily lives in confronting sex biased behaviors of others. One of their other strategies for implementing Project BORN FREE at Valley View did not represent a change in response to characteristics of the school but was a continuous reiteration of their initial approach. The field staff emphasized the career development component of Project BORN FREE, with less stress upon the sex-role stereotyping component. Their rationale for this approach stemmed from the extensive previous district-wide activities concerning sex bias. The field staff believed the faculty would be more responsive to career concerns and less interested in what seemed to be the belabored emphasis on sex bias the faculty had experienced in the past.

Consistent with their approach during the first year of Project BORN FREE, the field staff planned a voluntary approach to any interventions during the second year. One possible activity would be a day long inservice workshop for

staff. The workshop would offer information on different, but related topics of concern to Project BORN FREE. Staff would be allowed to attend and leave the sessions as they desired. The field staff also were eager to continue the activities they had started this year with curricular units for students. Further activities would be planned in consultation with the persons from Valley View who attended the BORN FREE summer workshop.

Two persons from Valley View attended the BORN FREE summer workshop, an instructor and the assistant principal. In consultation with the two field staff members, the workshop participants generated a number of activities for implementation during the second year of Project BORN FREE. The project team reported that not all activities may be implemented during the second year, but the implementation plan provided the framework for a long term change strategy.

One activity, an extension of the field staff's original plans, is a faculty inservice workshop prior to the beginning of the 1977-1978 academic year. The workshop would involve all staff; be two hours long; include the showing of one videotape prepared by Project BORN FREE; have group participation in a career development learning exercise also produced by the project; have a group discussion; and provide a progress report of what project-related activities had occurred during the project's first year at the school, and what activities were planned for the second year. The rationale for this approach is to reclarify the concerns of Project BORN FREE and personalize the issue by having staff examine the ways in which sex-roles affected their own career development. The two hour time limit was chosen because the project team concluded a longer session would dampen staff enthusiasm if too much material was presented at once. The project team also planned to administer before the workshop a pretest questionnaire examining staff attitudes on sex-role stereotyping and a followup questionnaire at the end of the academic year.

The project team also planned a similar workshop with Valley View's Community Advisory Council, the parent group that provides input for school policy development. Other activities include regular planning meetings of the project team and the principal; requests for voluntary participation of school departments to examine their curriculum and materials for possible sex biases; progress reports to the school's faculty council on all project activities, as well as suggestions for future inservice programs related to Project BORN FREE; and regular progress reports to the district school board, to parents via the parents' newsletter, and to students through the school newspaper. The project team also planned to develop an ongoing relationship with the district's affirmative action committee and hoped to establish a district-wide support group with the other Suburban Park elementary, secondary, and higher education institutions participating in Project BORN FREE. Two additional interventions proposed by the project team include an adult education evening course for community members concerning the problems and issues of career-related sex-role stereotyping. The course would utilize the videotapes and materials produced by the Project BORN FREE staff. The other activity is the preparation of a portable slide-audio/videotape program describing Project BORN FREE for use with various community groups such as the Chamber of Commerce, League of Women Voters, and other such organizations.

Outcomes and Continuation

There are several major outcomes at Valley View as a result of Project BORN FREE's affiliation with the school. Because of the field staff's interest, a number of units were developed and incorporated into curricular offerings, providing an intervention for students directly. Involvement of faculty at Valley View was more limited because the field staff did not request any participation of the school's instructors. The major goal was

simply to provide information and progress reports concerning the project to the staff. The publicity did assist field staff in identifying a support group to assist in future activities. Support of the parents' group and a commitment from some parents to serve as project advisors was obtained by the field staff. Finally, a fairly comprehensive implementation plan was developed for not only intervention within the school but also for within the community. The extent to which the school staff and other groups respond to and meet the demands of these interventions, however, remain for examination during the second year.

Some activities for change most likely would have occurred at Valley View without the intervention of Project BORN FREE, because of the previous program established there. The project did provide an additional impetus and focus for career development and sex-role stereotyping concerns by its visibility and publicity within the school. Since Valley View faces district initiated budget cuts and the reduction of inservice and affirmative action programs, however, the future of Valley View's programs was becoming much more limited. The field staff indicated that project funds and personnel assistance would be extremely helpful for continuation of their change agent efforts. Although not yet implemented, the action plan developed by the assistant principal and other Valley View project team members would not have resulted without the school's affiliation with Project BORN FREE.

Additional factors that may affect the continuation and impact of Project BORN FREE during the project's second year derive primarily from conditions that affect the Suburban Park district as a whole. Valley View tentatively will lose two faculty through termination and a third through transfer to another school in the district. The counselor field staff member indicated she may be required to move from her counseling position to a teaching position

and that she also may be assigned to another district school. The final decision on her position would not be known until shortly before the 1977-1978 school year begins. Student enrollment at Valley View will remain stable, increasing some work demands upon Valley View faculty because of the declining staff numbers.

Because of the new district superintendent's emphasis on basic skills education, an even lesser priority for student career development concerns and sex bias issues may be evident in the district; funds for the strong district-wide inservice programs Suburban Park had will be drastically reduced for the 1977-1978 school year. Also, with the retirement of the district's affirmative action officer, the field staff incidated it was uncertain if another person would be hired for that position. As had other schools in the Suburban Park district, Valley View had relied heavily upon both the district inservice and affirmative action programs as a source of support both financially and personnel-wise for school activities related to career development and sex-role stereotyping. Thus, a major base for staff development program would be limited during the second year of Project BORN FREE.

Two additional concerns expressed by the field staff at other Suburban Park public schools include the hiring of the new assistant superintendent of secondary schools. The former assistant superintendent was a strong advocate of inservice programs. The educational philosophy and goals of the to-be-appointed assistant superintendent would determine to some extent if continued or decreased support for project goals would be evident in this position. The other concern is the salary negotiations of Suburban Park faculty and staff. Negotiations could drain much time and energy from Valley View staff, with the possibility of a staff strike.

Suburban Park School District

CENTRAL HIGH SCHOOL

Background

Suburban Park Central High School is located in the more affluent geographical section of Suburban Park; the one other high school in the community is located in a section with a generally lower socioeconomic level among residents. Central began operations in the early 1970s and was developed with an open school philosophy. From the beginning, the planning of the school involved extensive input from educators, students, and parents in the community. The school building was designed with more open interior areas and less of the traditional, closed or isolated classroom areas. The instruction of basic skills is an integral part of Central's curriculum. However, the school has a flexible curricular structure with emphasis on individualized instruction, self-directed learning, social and personal development, broadened life options for students, and a strongly humanistic approach to education. The staff at Central were screened and selected according to their advocacy of an open, humanistic philosophy of education, in line with the written objectives of the school.

Initiation

Since Suburban Park was to be one district included in Project BORN FREE, Central was the most likely candidate for the representative senior high school. The school was new and innovative; it had a number of ongoing programs related to career development and sex-role socialization. It offered a highly receptive atmosphere for Project BORN FREE concerns. The project director contacted a male counselor, the chairperson of the counseling department at Central, asking if he and Central might be interested in participating in the project. The project director had had numerous contacts with the counselor over the past several years. When the school first opened, the project director consulted

with the counselor and other members of the school staff in response to the school's desire to develop a career development education program. The project director maintained contact with the counselor and other educators in the Suburban Park district through her consultations and speaking engagements at various district-sponsored programs.

The counselor was eager for his school to participate. He was the only person representing a specific school from the Suburban Park district to attend the initial planning and discussion meeting convened by the project director prior to proposal submission. The assistant superintendent of secondary schools in Suburban Park had expressed an interest in selecting the other Suburban Park high school to participate in Project BORN FREE. The other high school is much more traditional in structure and educational philosophy than is Central. Part of the rationale for selecting the other high school was to balance the involvement of the two schools in district-wide programs. Central has participated in a greater number of special programs over the years because of the innovative nature of the school. Also, because of the progressive educational philosophy of Central, the apparent need may have been greater at the other high school. However, at an inservice training session for Suburban Park secondary educators prior to the beginning of the 1976-1977 academic year, the project director invited participation in Project BORN FREE. Only one staff member from the other high school volunteered, while several persons from Central expressed interest. Therefore, Central was agreed upon and selected as the representative high school from Suburban Park.

The counselor involved in the initial planning of Project BORN FREE was selected as one field site member. In his role as counselor he had been continually active in career-related activities for students at Central. He identified an instructor, a woman, as the other field staff member from the

school. The instructor had an interest in sex-role socialization issues and life style development. She had addressed these topics in her classes with students. The instructor had volunteered to participate in the project during the inservice training session at which the project director had invited volunteers. The counselor sought and received approval from Central's principal for participation in the project. The principal was very supportive of Project BORN FREE's goals. In sum, Central High School and the field staff were identified early in the process of planning of Project BORN FREE. The school already had a history of progressive approaches to a number of the goals of the project.

Implementation

Activities. The field staff consciously limited their activity at Central during the first year of Project BORN FREE. Because of the progressive nature of the school's philosophy and of staff attitudes in general, many of the concerns of Project BORN FREE were being addressed as an integral part of the school's curriculum. The field staff indicated that the faculty at Central might react negatively toward any institution-wide awareness-raising efforts in areas where the staff and school already have demonstrated concern. Thus, specific activities related to Project BORN FREE included an announcement of the school's participation in and a description of the project at a faculty meeting. Each faculty member received a written abstract concerning the project. Notices related to the project and the BORN FREE summer workshop also were placed in the faculty newsletter on two occasions. The counselor distributed brochures to about 25 faculty who the counselor thought might be interested in attending the workshop.

The field staff also received throughout the year inquiries from faculty to further explain the project or to discuss what activities took place at

BORN FREE staff meetings. The field staff indicated that frequent discussions concerning the school staff's values and attitudes of life roles occurred during the academic year. Topics included problems of having both a family and career, male staff reevaluating the necessity that they must be employed, and different career options open to them at mid-life. Some impetus for such discussions came from the human development orientation of the school and possibly from some concern about potential financial cutbacks and terminations that face many public school educators in the future. However, a discussion of Project BORN FREE and its concerns often came up in the midst of these conversations. The counselor also met periodically with the principal to inform him of current progress in the project. The major goal of the field staff's activities for the first year, then, was to maintain awareness of and support for the project.

With regard to previous and ongoing activities at Central High School, a number of programs have been built into the school curriculum that parallel the concerns of Project BORN FREE, but did not result from the project's affiliation with the school. At the request of the faculty, counselors regularly teach units related to career activities in a variety of courses. Counselors also arrange, for individual instructors, field trips for students to explore places of employment related to a topic of study in a course. Counselors also offer regular career guidance services for individual students. The school has a regular student breakfast program in which representatives from various professions meet with and discuss their occupations with students. Faculty advisors work closely with about 20 advisees assigned to the faculty member. Faculty are assigned their advisees for the students' full four years of high school enrollment. With active involvement of parents, the faculty assist students in identifying life goals and developing student learning

opportunities to work toward these goals. Advisors often accompany students to area colleges on information-gathering tours. The school also maintains a community resource book, a directory of persons in Suburban Park who volunteer to visit classrooms and discuss their occupation and skills.

The curriculum at Central High School includes a general education program, required of all students. Topics of instruction include concepts of career, human, and self-concept development; decision-making; interpersonal relationships; and other areas that reinforce a broad definition of career education. Most courses taught at Central have specific career-related objectives as part of instructional activities. Several internship programs also are available for students: on-the-job training placements; teacher aide programs in which students assist staff at area elementary schools; and community involvement placements in which students may work at a treatment center with mentally retarded children, in a political campaign, or with a local business person.

With regard to the issues of sex-role socialization, Central's staff make a conscious effort, consistent with the school's philosophy, to expose male and female students to identical learning opportunities. Physical education, home arts, and industrial arts are all coed courses. Especially in the general education program, the topics sexuality, masculinity and femininity, sex-role development, and sexism in American society are standard course units. Central staff also have participated in the many programs sponsored by the Suburban Park school district concerned with issues of sex-role stereotyping.

A typical activity that occurred at Central during Project BORN FREE's first year was a group of faculty who visited several community businesses. One objective of the visits was to determine requirements for entry-level occupations for graduating students. This information was provided to

students and to staff to help staff structure programs, better preparing students for employment. The second objective was to determine the organization's policies for equal opportunity, including efforts to hire qualified women, provisions for a maternity leave, and day child care facilities. If such services were not offered or considered, the field staff indicated the faculty group members were fairly pointed in their questions to the organization as to why such policies were not established. In general, as evidenced by these programs, Central High demonstrates a fairly strong commitment to expanding options for students.

Influential factors. In a variety of ways, Central has both an orientation and an atmosphere conducive to achieving the goals with which Project BORN FREE is concerned. At the same time, these conditions also may limit the visible impact of the project upon the school. Central has a very informal, open, and active communication system, partly because of the physical structure of the school and partly because of the nature of the staff. The educational philosophy of the school parallels the goals of Project BORN FREE. Both students and staff alike are encouraged to openly communicate with or confront one another if someone believes a person's actions appear sexist, racist, or offensive. The underlying tone of the manner in which the school functions permits such interchanges without repercussion or negativism. In one case, a joke in a newsletter from a high level district administrator resulted in a number of written complaints from Central students and staff alike because they thought it was sexist.

The values and attitudes of students are by no means uniform. Field staff indicate that students represent the full continuum from strongly traditional to strongly feminist beliefs about roles of women and men. However, in general, students are sensitive to equal rights concerns; and challenges of biased opinions among students are common occurrences.

Because of Central's already active concern for career development and equal options for men and women, the impact of Project BORN FREE may be limited. Staff awareness at Central for these issues is fairly high; they already are attending to these concerns. Resistance is minimal. As a result, these issues are no longer greatly pressing concerns. The style of the school also does not encourage an active change agent approach to any one problem by a small group of individuals. The school is very democratically governed. It has several governing and advisory groups; a committee of elected students, staff, and administrators who develop policies for the school; an advisory committee of elected students, staff, parents, and administrators; and a cabinet of program coordinators and administrators who implement policy.

Staff training sessions are based upon priorities voted upon and set by the staff as a whole as to what their needs are. Because of the existing awareness among staff, previous inservice activities sponsored by the school and the district, and current student programs in the school with regard to career development and sex-role stereotyping, there is less of a real or felt need for inservice staff training programs in these areas. One concern of the field staff is that the materials developed by Project BORN FREE may be at too elementary a level for most staff members because of the progressive history of the school and staff attitudes.

The major problem confronting Central High School with potential implications for Project BORN FREE impact is the current and future reorganization of the school initiated at the district level. With the beginning tenure of the new district superintendent, activity started early in the academic year toward three goals: emphasis on more basic educational skill programs, adjustments to budgetary cutbacks and declining student enrollments, and equalization of program offerings among all schools in the district. Part of this equalization effort involved the two high schools in Suburban Park.

As this situation affected Central High School, one attempted change was more structured graduation requirements for students at Central and a reduction in course offerings. The staff at Central were concerned and anxious about how they and their programs would be affected. The staff at the school, including the counselor who was a field staff member for Project BORN FREE, expended much energy at meetings and planning sessions for the first five months of the academic year. Parental and student support was great for the existing programs, but staff at the school had to engage in extensive lobbying with the School Board. The issue was resolved temporarily with some modifications in the school's program. Graduation requirements were to be somewhat more stringent and over 20 courses were cut for the following year. The courses eliminated were distributed across the spectrum of offerings and mostly controlled by the internal decision-making process in the school, not by district-level judgments.

This incident had several effects. It taxed the time and energy of staff at the school. Thus, concentration on regular instructional responsibilities was difficult; additional programs and concerns, such as Project BORN FREE, would have much less of a priority among staff under such conditions. Because additional changes in the school are inevitable for the future, the staff at Central functioned during most of the year in a somewhat insecure state. There is a great deal of uncertainty about the type, extent, and impact of changes in the future. Further, with a more restrictive curriculum, flexible development of programs for students emphasizing the objectives of the school has become more difficult.

Added to the burden of the reorganization, Central experienced, as did other schools in the Suburban Park district, pending staff terminations and tranfers as part of the district-wide budget cuts. Because of enrollment

declines, Central was slated to lose the equivalent of six full time instructors. The number to be retained when final budget decisions were made was not known at the end of the school year. Also transfers of staff from Central to other district schools were expected. Since the staff at Central are relatively new compared to other schools in the district, they are more vulnerable to transfers and terminations than are other faculty in the district. These changes added to the atmosphere of uncertainty and lowered morale at Central during the first year of Project BORN FREE.

One additional impact of the funding cutbacks was the reduction in allocations for future inservice staff development sessions. Suburban Park has had a strong inservice program for its educators at both the district and building levels. Many of these sessions had been devoted to issues of sex bias, career development, and broadened life options for students. Thus, these training opportunities will be limited in providing future similar programs related to BORN FREE goals.

Adaptations. Given the progressive philosophy of the school, the field staff had no expectations initially for the type and degree of change within their school. Project BORN FREE represents another program that fits in naturally with already predominant concerns of Central's staff. However, the project assistant indicated more project-related activity might have been possible had it not been for the curriculum reorganization and financial crises the school experienced during the first year of Project BORN FREE. Resistance is low and support is high at Central related to Project BORN FREE concerns. Thus, personal risks to field staff or other interested persons is minimal, as is potential description of the current organization through project-related change efforts.

The field staff did not modify from their initial approach their plans for implementing Project BORN FREE at Central High. They simply kept staff aware of what the project was concerned with and the progress of its activities. They laid the groundwork for more specific activities during the second year of Project BORN FREE at the school. In general, the field staff devoted most of their project time to specified project tasks: conducting a system analysis and providing input on the development of the project learning materials. Again, this approach stemmed previously from the already active programs in existence at Central and their awareness of the democratic process followed for implementing changes in the school.

Plans for future interventions involve the strategy of implementing project-related activities and materials into those existing curricular areas where they would fit most naturally. A still major concern of the field staff is the degree to which the videotapes and learning materials developed by Project BORN FREE will be appropriate for the faculty at Central. After the first year of Project BORN FREE, the field staff indicated the basic need is to provide some skills that faculty can use in their classrooms to further address issues of career development and sex-role stereotyping.

As consultants, the field staff plan to assist individual instructors in utilizing Project BORN FREE materials and educational techniques for working with students. Some possibilities include using the project's materials with students directly, an appropriate application since the students can deal with issues at an adult level. Another approach stems from the field staff's felt need for closer interaction between Central and the junior high school from which most Central students come. Because of Central High's experience in programs in the area of career development and sex-role socialization, the field staff indicated they could help junior high students deal with the

various aspects of student development that are an integral part of Central's curriculum. Thus, the goal is a cooperative relationship between the two schools; in this context a joint staff inservice program of the junior and senior high schools might be feasible. However, all activity rests upon the time available and the priorities established by Central's staff. Although there was some difficulty in obtaining staff members from Central to attend the BORN FREE summer workshop, one instructor, a female, volunteered shortly before the workshop began. She developed three additional activities and expanded upon another activity, described above, for implementation at Central. The strategy involved in these activities is for the workshop participant to use the school committees and classes in which the instructor participates as a vehicle for addressing concerns of career-related sex-role stereotyping. Thus, the instructor functions from the position of an "insider" affecting areas for which she has responsibilities. The instructor intended to work out the specific procedures for operationalizing these activities in consultation with the field staff.

The first activity involves staff training sessions with Central faculty in a general content area, several departments that comprise the Physical World area at Central. The procedure involves informal discussion with staff members to familiarize them with BORN FREE concerns; obtain a one hour meeting time with this group to utilize project-developed materials in a format of self-exploration and discussion of personal values and behaviors. Based upon the reactions at this first meeting, several additional meetings may be scheduled. The goal of this approach is "problem-ownership," to clarify for faculty the type of impact they can have on students with regard to career-related sex-role socialization and to provide skills and techniques faculty can use in their classes to address these issues. A similar approach is

planned for a group called the Home Arts Advisory Council. This group consists of several parents, community business persons, Central faculty, and students. The council's function is as a policy recommendation committee for program development in Central's Home Arts curriculum area. A series of procedures involving initial informal contact, a staff development session, and further meetings will be the basic approach to obtaining a commitment of the council to deal with this topic area as a year long project. A major goal of utilizing this group to implement Project BORN FREE activities is the potential for community involvement in the program. The instructor's third planned activity is to utilize Project BORN FREE materials with students directly in a family life course the instructor teaches to senior students.

The instructor also discussed plans of a joint program with the junior high school that supplies students to Central. The junior high school also participating in Project BORN FREE (see accompanying report on Suburban Park Valley View Junior High School) also had representatives at the summer workshop. Possible activities include a jointly sponsored short workshop for school board members and development of a slide presentation for parent groups or adult education night classes, as well as the joint staff development session for both schools mentioned previously. The instructor indicated that although the Suburban Park District and Central High School have had numerous programs related to career development, sex bias, and expanded options for students, staff at Central still probably have had varying knowledge of these topics. Thus, additional staff training experiences tailored to the needs and interests of the subgroups described above would be appropriate.

Outcomes and Continuation

Not many changes are evident at Central High as a result of Project BORN FREE's first-year involvement in the school. The school, however, has made

substantial progress toward meeting the goals of Project BORN FREE through its already established curriculum. The administration at Central welcomes and is supportive of Project BORN FREE's involvement in the school. Staff acceptance of the project's concerns also appears to be positive. Though there was not much involvement of Central staff in project activities during the first year, none actually was encouraged or requested by the field staff. Awareness of the project by Central's staff provides the groundwork for future activities during the second year of Project BORN FREE. The extent to which Central's staff will be willing to devote further time and effort to deal with issues they already have integrated into much of their curriculum remains in question. The school appears much more progressive in addressing these issues, relative to other Project BORN FREE institutions. However, further priority given to the areas of career development and sex-role stereotyping will depend upon the curricular and organizational concerns presently confronting the school.

A number of factors affecting continuation of Project BORN FREE activities at Central have been described above. The field staff indicated several additional potential influences for the second year of Project BORN FREE. The extent to which staff and budget cuts will affect increased workloads of staff at Central is uncertain. The faculty put much effort into their work because they have a fair amount of freedom and autonomy in the development of their curriculum. With a pending more restrictive curriculum, however, faculty workloads may not increase, but staff may be less interested and motivated than in previous years. The degree to which Central's staff can control their curriculum development will have some impact upon their desire to teach. The atmosphere of uncertainty about the school's reorganization will most likely continue during the project's second year.

Also, contract negotiations for all Suburban Park district school staff will be conducted during 1977-1978. Given the district-wide move toward financial retrenchment, the negotiations could have profound effects upon faculty energy and morale, with regard to both their teaching and the negotiations themselves.

One final factor will be the selection of the new assistant superintendent of secondary schools in Suburban Park. Depending upon this new person's management and educational philosophies, the impact of this person could have either positive or negative consequences, ultimately, upon the extent to which Project BORN FREE could have any effect at Central, as well as other secondary schools in the district.

OAK CREEK VOCATIONAL-TECHNICAL INSTITUTE

Background

Oak Creek Vocational-Technical Institute, established in the early 1970s, is a public vocational training facility located in and serving a suburb of a large metropolitan area. It also serves several surrounding suburbs as well as a portion of the large city to which it is adjacent. Oak Creek provides primarily postsecondary training, although students from neighboring secondary schools also enroll in some of its programs. The institute offers over 50 training programs in areas such as office, health, food service, distributive education, and transportation occupations. The institute enrolls almost 1,600 students of whom 40 percent are females.

Oak Creek was selected for inclusion in Project BORN FREE because it offered yet another type of postsecondary institution for intervention. It also was located in a school district that included other educational institutions participating in Project BORN FREE. The project director had numerous contacts with Oak Creek in the past five years. On several occasions, the project director had taken students from her career education and career development classes at the University to Oak Creek for tours of the institute. The superintendent of Oak Creek also had made presentations in these classes on the University campus.

The very nature of a vocational-technical institute gives it a career orientation. The institute had sponsored a few career education activities in the past that fit in with its occupational training emphasis. Oak Creek previously has not had an active program concerned with sex-role socialization and sex bias issues, although the institute had sponsored some institution-wide activities related to these topics. With the federal Vocational Education Act Amendments of 1976, more emphasis is being placed upon affirmative

action and Title IX compliance programs in vocational-technical schools. At present Oak Creek houses a person, employed by the State Department of Education, responsible for implementing a plan to reduce sex-bias practices in vocational-technical education throughout the state.

Initiation

The superintendent indicated his interest in the project when contacted directly about participation in the project. No one from the institution, however, attended the initial planning and discussion meeting convened by the project director before proposal submission.

The field staff members were selected by the superintendent. They were not identified until shortly before project work began in Fall, 1976. The field staff members included an instructor, a male, who works in a special needs program for students having difficulties in their training programs. The other field staff member is a counselor, a black woman, involved in a State Department of Education-funded project to increase minority student participation in vocational education at Oak Creek. Although employed there, she is not a regular employee of the institution, but paid directly by the State Department of Education. The counselor had served on a committee on women in traditional male programs at the institute and had coordinated a black awareness workshop for staff.

The field staff indicated they were more-or-less directed to participate in the project. One person from Oak Creek was recommended as a field site member by the project director. Although this woman had some familiarity with career education, she was not chosen by the superintendent. Thus, the institute had touched somewhat upon career education and sex bias issues in the past but did not have any strong program going in either area. The selection process for field staff members to represent the institute in Project BORN FREE was a unilateral decision by Oak Creek's superintendent.

Implementation

Activities. The field staff distributed a description and announcement of the project to the staff at Oak Creek in Fall, 1976. All staff, therefore, had an opportunity to become aware of the project, though the extent of this awareness varied. For example, toward the end of the academic year, an administrator's assistant, in reference to the BORN FREE summer workshop, called it "that affirmative action thing." The field staff also indicated that informal discussions related to Project BORN FREE and sex-role stereotyping concerns occurred periodically throughout the year. Much of the conversation was initiated by the field staff and involved an explanation of the project to other staff. The woman field staff member indicated other female colleagues would occasionally relay to her critical incidents within the institute as examples of sex bias.

Several months into the academic year, the field staff started a network, an informal group of persons interested in issues and problems related to sex-role stereotyping and career development. Only a few persons attended the first meeting, but several more meetings convened over the next few months. The major goal of the network was simply to bring interested persons together to discuss issues and maintain communication.

The institute has a Title IX officer, but activity stemming from this program has been limited mostly to dissemination of information within the institute to students and staff about rights and responsibilities under Title IX. About one month before Project BORN FREE was publicized at the institute, Oak Creek conducted a mandatory inservice staff workshop on legal aspects of Title IX compliance. The staff response, for the most part, was inattentive, disinterested, and uncooperative. The field staff indicated receptivity to Project BORN FREE would have been more positive if it had been presented

before this workshop took place. The field staff initially considered conducting an institution-wide survey of staff's sex-role attitudes and an inservice workshop on career-related sex-role stereotyping during the academic year. However, given the staff reaction to the Title IX workshop, these plans were cancelled because of anticipated resistance. No system-wide interventions or activities were planned for the remainder of the year.

Influential factors. A number of factors related to the potential impact of Project BORN FREE were evident at Oak Creek. First, the concepts of career development and career education are very narrowly defined by most staff. Instead of being framed in a life style development context, these concepts are viewed primarily in terms of vocational and occupational skill training. The institute is designed for primarily six-month to two-year student training programs and job placement. In general, staff at Oak Creek do not consider a broader concept of student career concerns as important.

The institute staff's reaction to the Title IX workshop indicates a lack of interest in, if not resistance to, change efforts for broadened and less stereotyped options for men and women. The administration's acceptance of participation in the project indicates some measure of support at least at that level. For example, the institute functions on a 12 month instructional schedule. Persons selected to attend the Project BORN FREE summer workshop were released for two weeks with pay. The superintendent also volunteered to reimburse workshop participants for any other expenses encumbered in attending the workshop.

Most changes in the past with regard to increasing enrollment of men and women in nontraditional occupational programs appears to have an economic motivation. The institute is sensitive to labor market demands for employees. As a result, especially women have been steered into nontraditional programs

to meet industry's requests for female workers. The institute did prepare a publicity film a few years previously on women and men in nontraditional areas. In general, concern for reducing sex-role stereotyping is limited among the staff at the institute.

The field site team also indicated that staff at Oak Creek tend to limit themselves to their immediate work responsibilities and seldom become involved in additional activities or projects. Institute staff function on a nine-hour work day; because the institute uses exclusively an individualized instruction approach to training, staff are responsible for all aspects of student instruction. This approach creates heavy time demands in a normal work day. For example, interest at Oak Creek in the BORN FREE summer workshop was limited because staff attending the workshop would have to make up the missed time, since they were still responsible for the instruction of their students; no substitute instructor arrangement was feasible.

Unlike other higher education institutions, Oak Creek has had a management structure modelled after business and industry. Instructors and support staff all work under department managers. The salary and other merit and promotional considerations are based upon a management-by-objectives (MBO) system. Given a semi-annual review by managers of all positions and the somewhat subjective nature of the MBO system, managers and other administrators have potentially a great deal of power over employees. Thus, persons identified with what might be viewed as controversial opinions such as strong feminist beliefs, could face some financial or professional risk if these views are disagreeable to managers or other administrators. This situation does not necessarily mean such risks are manifestly evident within the institution, but potential repercussions can be a factor in limiting any person from taking a strong position on some issue within the institute.

A related situation stemming from the MBO system is the lack of reward for any activities other than those specifically listed on the semiannual MBO contract. Since pay increases are made upon meeting stated objectives for each employee, staff tend to consider extraneous any activity not on the objectives list; the additional activities, such as involvement in Project BORN FREE endeavors, do not benefit staff and have no priority among their required responsibilities. The field staff indicated there has been some resentment among staff toward the MBO system and the institute is reevaluating its use. Because of this situation, however, one field staff member was reluctant to make any disparaging comments about Oak Creek.

The institute has had, since its opening, steady enrollments up to the capacity of its facilities. The waiting list of students desiring to enroll is long. Thus, the school is experiencing no threats of financial or staff cutbacks. Because of the individualized instruction, however, time demands on staff are already heavy and increasing. Beginning in 1978, students will begin to pay tuition for their program; previously enrollment has required no fees from students. As a result, staff at Oak Creek recently have been required to start monitoring student progress in training programs. This procedure was not required previously and has added to the time demands on instructors.

Oak Creek has had recurring problems with the rate of students dropping out of training programs. The field staff estimated an almost 50 percent drop-out rate in 1976 and a 35 percent rate during the first part of 1977. In the past, the institute had only four counselors to assist all students in the institute. The counselors have had little time for any student career planning activities other than an orientation of new students to the program in which they wish to enroll. Beginning in 1978, Oak Creek will add two

additional counselors for career planning; the institute administration also is tentatively planning a preassessment center with extensive vocational testing, counseling, and placement. The goal of these additions is to insure better training placements and to reduce the drop-out rate. At the same time, these changes also provide the opportunity for greater career development activities within the institute.

Oak Creek underwent a reorganization during the first year of Project BORN FREE, with an internal shift in personnel and a change in several staff titles. The reorganization came about as a move away somewhat from the more industry-like management and structure of the institute. The reorganization generated some resentment among the general staff toward the administration because the staff were unaware of the change until shortly before the plan was implemented. The field staff indicated that this method of policy implementation was not unusual. At the same time, this method of policy-making has some potential effectiveness in instituting changes at Oak Creek in areas where instructors and staff are reluctant to make changes. Changes mandated by the administration are carried out by the institute staff and the problem of equitable treatment of both men and women seems to be in an area of concern of the superintendent. The potential problem with this approach, however, is the difficulty of enforcing attitude change, a major goal of Project BORN FREE, with regard to sex-role stereotyping.

Adaptations. Because of the generally negative attitude among staff at Oak Creek toward sex-bias issues, or at least toward mandatory staff development programs on sex-bias issues, the field staff limited activities related to Project BORN FREE during the first year. The field staff were aware of the resistance present, the potential risks to themselves, and did not actively consider any institution-wide interventions or activities. Thus, the strategy

employed was limited to general announcement of the project and informal gatherings of a few interested persons. The field staff indicated change efforts at the institute could have some impact during the second year of Project BORN FREE if conducted cautiously. One possibility is a staff development workshop, if it involved a dynamic speaker or panel for presentation and discussion. Unless there is concerted effort to make the workshop lively and interesting, the field staff speculated it would not be well received by the Oak Creek staff; those staff persons who may be concerned about this problem area probably would not participate in any discussion for "fear of appearing interested." Thus, the peer pressure within the institute against openly confronting the problem of sex-role stereotyping appears great.

Another alternative activity would be to focus a short, voluntary workshop format in selected training programs within the institute. This strategy would have several advantages. Some training programs have a vested interest in increasing enrollments of both male and female students because of industry demands for trained workers in nontraditional occupations. These smaller groups also would facilitate discussion by overcoming individual staff member's reluctance to speak out in a large group. The videotapes and learning materials developed as a part of Project BORN FREE could be used in this small group format.

The field staff also indicated a desire to maintain the network of persons begun during the project's first year. However, they did not specify what type of activities would result from this group. Any activities planned would depend upon the inputs from the persons from Oak Creek who attended the BORN FREE summer workshop.

Three women, a counselor and two instructors, from Oak Creek attended the BORN FREE summer workshop. Although they had not been active in women's

issues at Oak Creek, they had participated in activities related to the women's movement outside of the institution. Additional second year activities planned as a result of these persons' participation in the workshop were somewhat limited. Strategies include an ongoing voluntary support group, stemming out of the original network group, of persons interested in career-development and sex-role stereotyping issues. The learning materials developed in Project BORN FREE will be used in this group as a vehicle for self-exploration of attitudes and values. Another planned activity is to work with the institute's public relations representative in modifying pictures and text in brochures describing the various occupational training programs at Oak Creek.

Outcomes and Continuation

The impact of Project BORN FREE upon Oak Creek was limited after the first year. Because of the general atmosphere in the institute with regard to sex-role stereotyping issues, the field staff did not attempt any major interventions or activities related to project concerns. The institute's staff has had the opportunity to become aware of the project through the written announcements circulated by the field staff. However, discussion and visibility of the project within Oak Creek has been limited. The small group of persons willing to attend the network meetings is evidence of one outcome of the field staff's efforts. An ongoing support group has been established in which interested persons can discuss and share common concerns related to career-development and sex-role stereotyping. At present, there is some organizational base, albeit limited, that did not exist before.

Oak Creek did not have any significant programs related to career development or sex-role issues before this year's involvement in Project BORN FREE. In many respects, the institute is at a beginning stage in confronting these

issues relative to other higher education institutions participating in Project BORN FREE.

The major factors potentially affecting continuation of Project BORN FREE at Oak Creek during the project's second year have been described above. One additional consideration worth expanding upon is the outcome of the organizational changes presently occurring at Oak Creek. The institute is undergoing a reorganization of structure and is moving to a student-tuition system. Thus, many of the organizational methods employed in the past no longer appear feasible or practical. The current transition of the institute most likely will consume some energy and attention of the staff and administration that adds to the staff's time demands. Another consideration is the impetus of the state-wide directive for implementation of a program to reduce sex bias in vocational-technical institutions. The extent to which this movement will involve Oak Creek in the second year of Project BORN FREE is unknown. However, external pressure for change appears to be growing.

WEST CITY COMMUNITY COLLEGE

Background

West City Community College, established in the late 1960s, is a public two-year institution located in a suburb of a large metropolitan area. The college serves a number of surrounding communities, from affluent suburbs to outlying rural areas. The institution has had a steadily increasing enrollment, although the enrollment is expected to stabilize and decline slightly in the next few years. Currently almost 3,300 students are enrolled; approximately half are part time. Of all students enrolled, slightly more than half are male.

West City was selected to participate in Project BORN FREE because it served as a higher education institution located in a district served by elementary and secondary schools also participating in Project BORN FREE. A number of the district's secondary school graduates typically attend West City. The BORN FREE project director had had a number of close working relationships with staff at the college: the college president; the dean and associate dean of instruction; the dean of college services; and a counselor, who also was a graduate student advisee of the project director.

The college appears to be fairly innovative among community colleges, based upon previous programs it has established. The project director believed that the college president wanted West City to be a leader among community colleges, had a high priority for career development there, and was supportive of efforts concerning sex-role issues.

Initiation

Although the counselor, a woman, had served as liaison during the initial stages of involvement of the college in the project, the project director discussed the project directly with the dean and associate dean of instruction

and the dean of college services. The latter person attended the initial planning and discussion meeting convened by the project director prior to proposal submission.

The woman counselor, who expressed an early interest in the project, was selected as one field site representative from West City. She had been active in women's issues for several years at the college, and had developed several programs in this area, as well as devoting time to career development needs of students. The dean of college services identified the second field staff member, the college's media specialist, who had been interested in sexism in the media and literature and was a member of the college's affirmative action. The media specialist, a woman, was based in the college library.

In sum, the college and field site staff were identified early in the proposal development process with strong administrative support for interventions in career development and sex-role stereotyping areas.

Implementation

Activities. West City had a number of programs previously established in career development and women's issues that were continued during the first year of Project BORN FREE. The college has a career learning center; courses on planning career options and on interviewing skills; periodic workshops on career decision-making; an ongoing women's support group for staff; human potential groups to build student communication skills and self-confidence; and regular counseling and employment placement services. During the project's first year, the college sponsored a women's day program with women from the community making a variety of presentations. In the past two years, the affirmative action officer had conducted two staff development sessions on women's issues for administrators. The counseling staff also had developed four inservice training sessions on counseling women. This year the counseling

field site member presented an inservice workshop for staff on the changing roles of men and women. The media specialist has developed guidelines for staff evaluation of sexism in textbooks. The college also has a Title IX committee in the midst of a self-assessment program for compliance with Title IX requirements.

As part of Project BORN FREE, the field staff conducted a number of activities during the year. Although no formal presentation of the project was made to the total college staff, several written notices pertaining to the project, including the BORN FREE summer workshop, were sent to the whole staff at the college. The field staff indicated an increase of informal conversations between themselves and colleagues about Project BORN FREE and sex-role issues, since the field staff became identified with the project. They also reported that these conversations often were initiated by their colleagues; college staff who used to discuss such issues humorously began to discuss these issues in a more serious vein. Field staff reported discussions did not necessarily involve persons who believe the general issues and goals of Project BORN FREE represent a pressing problem. However, the field staff indicated among a number of faculty, there are definite signs of persons questioning and reevaluating their values.

One off-shoot of this activity and identification of the project involved the only woman administrator of the college. During the year, she indicated a number of persons have initiated conversations with her on her feelings and attitudes as a woman in an administrative position among all other college administrators who are male. Previously, she indicated, the topic was rarely broached by other colleagues.

Another increase in activity centered around the media specialist's position. She indicated there has been an increase over previous years in requests

for her assistance in evaluating textbooks for sexism. She could not ascertain if the activity specifically related to her identification with Project BORN FREE. However, at the same time, some colleagues have been forwarding to her articles relevant to sexism, an infrequent occurrence in previous years.

The major project-related activity for the year was the establishment of a network or informal discussion group of persons interested in problems of career development and sex-role stereotyping. The announcement of the first meeting in January, 1977, described it as a "conversation" group. Sixteen persons attended the first meeting, including five administrators. Over the next several months three more meetings were convened. Although attendance dropped off at later meetings 26 different persons attended at least one meeting. The college president was present at all the meetings. The meetings were primarily discussion sessions; no concrete action plan developed out of the network during the first year. Much of the informal discussion mentioned above stemmed out of the initial contacts among staff made at the network meetings.

By design, the field staff did not plan to attempt, during the first year, major intervention development with regard to career development and sex-role stereotyping. Emphasis was on building communication channels among interested persons and to work with an informal, person-to-person strategy. Their major goal was to increase awareness and invite a questioning of attitudes. They did not wish to alienate persons or force values upon others. Expectations were for slow, but consistent change.

Influential factors. At West City, career development needs of students appear to be an important and accepted area of concern. The career development program at West City is well-established and an integral part of the college. There has been continuous faculty and administration support for interventions in this area.

The area of sex-bias and sex-role stereotyping also appears to be an area of growing concern and priority for the college. Previous activities, a number of which were initiated by the counseling staff, have generated and maintained an awareness among the college staff of problems in this area. Although women constitute only about 30 percent of the college's full time faculty, the field staff estimated at least one third of these women have been active in courses, committee work, and other programs related to the women's movement. Men and women have served equally in various positions on college governing committees. The administration has demonstrated support and interest in this area through active involvement in Project BORN FREE activities in the college. In general, there appears to be a "critical mass" of persons who are aware of problems of sex bias and are willing to participate in activities to improve conditions within the college. In short, issues of sex bias are still lively issues at West City.

With this support for sex bias problems, however, a number of inequities still exist within West City that reflect traditional sex-role stereotypes. The administration and faculty are predominantly male; a number of programs enroll students, over 70 percent of which are one sex. Men's athletic programs command a much larger budget than women's athletic programs. A number of these problems would require a long-range time frame to rectify, if changes are planned or desired at all. Thus, it is too early to determine if the current administrative interest in this area will result in any concrete changes. This interest may reflect affirmative action concerns of the college administration.

In general, communication and relationships among staff at West City are positive. The administrators conduct an open door policy; any staff member has easy access to administrators to discuss work-related problems. Staff

members generally feel free to take advantage of the policy. Relationships among staff appear to be open and active with communication across disciplines. Interaction probably is less limited to only colleagues within the same subject or program area than may be evident at other higher education institutions.

A few potential problem areas within the college fostered the cautious approach taken by the field staff during the project's first year at West City. First, the current administrative structure has been recently evaluated; a reorganization of the college's administration has been planned and initial implementation has begun. Staff at the college are uncertain about how these changes will affect them. In addition, student enrollment is increasing at present. However, declines are forecast in the next few years. As a result, personnel and resources have not been increased commensurate with the current student increase. The field staff indicated that the faculty are overworked and are pressured. Morale among faculty is somewhat low. These present conditions may make the staff somewhat reluctant to initiate or participate in any more program changes, such as Project BORN FREE, in the college.

Adaptations. Since the field staff did not plan or attempt any significant intervention activities for the first year of Project BORN FREE, there were no major changes in their strategy or expectations. They established a communications network among persons interested in the problem areas of BORN FREE and sustained the interactions during the academic year.

Plans for the second year's activities for Project BORN FREE based upon this first year's experience also were limited by field staff. Activities that fall within the context of the field staff's regular positions, counselor and media specialist, and relate to Project BORN FREE goals will be continued. However, a specific intervention plan stemming out of the project would depend

upon the persons who attended the BORN FREE summer workshop. The field staff planned to work cooperatively with workshop participants from West City in devising an action plan. These plans are described below.

The college president tentatively planned an inservice workshop for college staff shortly before classes begin in Fall, 1977. The workshop would focus upon the changing roles of men and women, but with more emphasis on women's issues. The field staff were somewhat concerned with this plan because of its mandatory attendance and because of the distraction faculty might experience from their last minute concerns in preparing for classes.

During the BORN FREE summer workshop, the workshop participants from West City developed a number of possibilities for intervention at the college during the second year. West City sent a large and interested contingent to this workshop. Eight West City staff members attended, more than twice the number from any one other institution participating in the workshop. The persons attending were the dean of college services, the associate dean of instruction, and six instructors. The major activities planned for the second year included the establishment of a fact-finding task force to examine policies and practices at West City that may be evidence of sex-role stereotyping. Among the task force's activities will be the development and administration of a sex-role attitude survey of all staff members at West City. The information gathered by the task force will be used by a planning committee for a staff development workshop on career development and sex-role stereotyping presented in December, 1977, instead of early Fall, 1977, as suggested by the president. At the same time, the project team members plan to increase publicity for and expand the network established the first year. The desire is to establish subgroups of students, faculty, and support staff to plan and implement programs related to sex-role stereotyping concerns of each subgroup. The project

team attending the BORN FREE summer workshop generated a list of 30 different interventions that could be implemented in the West City structure.

Outcomes and Continuation

Probably the major change at West City Community College during its first year of involvement in Project BORN FREE was increased organization to deal with concerns of student career development and sex-role stereotyping. A number of staff at the college were willing to set aside time to meet and discuss issues related to these problem areas. Perhaps the most significant outcome was the active participation of the college administration in both discussions during the year and attendance at the BORN FREE summer workshop. The activities related to Project BORN FREE planned at other participating institutions often evolved over the year to a narrow focus upon a few selected concrete problem areas involving a small group of interested persons. At West City, planned interventions focus on a broader system-wide change program. The active involvement of high level administrators in the process may be the major reason such plans are still considered feasible by the project team.

Examples of some impact at West City are individual. In one case, an instructor of the law enforcement program at the college had a reputation for treating gruffly, women enrolled in the program. His stated rationale for this approach was that he was preparing the women for the type of treatment they could expect when they begin employment in law enforcement. The field staff members discussed this problem with the instructor, pointing out the negative consequences of such treatment on the women's self-confidence and self-concept as the women face problems in a nontraditional career area. By year's end, the field staff indicated the instructor had made a "180 degree turnabout." He not only was more supportive and encouraging to women in the program, but he also continuously pointed out the underrepresentation of women in the films and other training materials he used in class.

The previous activity at West City had much to do with the impact of Project BORN FREE during its first year. These activities laid a groundwork for further action, but, the field staff indicated, Project BORN FREE provided an impetus for increased activity. Some activities most likely would not have taken place if Project BORN FREE had not added the visibility and prominence of its goals in the college. The field staff became identified with the project during the course of the year. The discussions and inquiries directed toward them probably would not have occurred without their identification with the project.

Factors that may affect continuation of activities at West City during the second year of Project BORN FREE are primarily economic, as mentioned above. The degree to which faculty and staff may wish to devote time to additional programs and concerns, such as these involving Project BORN FREE, is a major variable that must be explored in the future.

NORTHTOWN COMMUNITY COLLEGE

Background

Northtown Community College, established in the late 1960's, is a public two-year institution located in an affluent suburb of a large metropolitan area. The institution is the largest community college in the state. Housed in several buildings, the number of students attending the college is constantly increasing. Over 7,500 students are currently enrolled, of which over 60 percent are full time students. The majority of students, about 55 percent, are male.

Northtown Community was selected to participate in Project BORN FREE for several reasons. The college provided one different type of higher education institution for the developmental continuum of institutions desirable for Project BORN FREE. The college has a history of activity in career development and women's issues courses and programs. Many of these activities came about through the efforts of a few counselors, employed at Northtown, who also were graduate students of BORN FREE's project director. The project director had numerous previous contacts and positive working relationships with the college; these relationships included the college's president, associate dean of instruction, associate dean of students, counselors, and some faculty members.

Initiation

Initial contacts for involvement of the college in Project BORN FREE were begun by two Northtown counselors. The counselors and the associate dean of students attended an initial planning and discussion meeting convened by the project director before proposal submission. No one from the college, however, was involved in the actual proposal writing. The associate deans of students and of instruction received approval from the college's president for

Northtown's participation in the project. Thus, the college was identified early in the process of proposal development and had administrative support for its involvement.

The manner in which the field staff and the project assistant for Northtown became involved in BORN FREE added substantial personnel support for the project at the college. The two counselors, one male and one female, who had introduced the project to the college's administration, did not plan on any further involvement beyond the initial mediation. Both counselors had been very action at Northtown for the past several years in developing both career-related and women's issues programs and courses at the institution. Once the project was funded, however, the woman counselor was eager to become involved in the project at Northtown. She negotiated arrangements with Northtown's president to receive a half-time leave of absence from her full time position to work as project assistant for BORN FREE. She was selected to coordinate activities for the two community colleges and the vocational-technical institute participating in the project. At the same time, the male counselor also volunteered to work as one of the field staff members. With the half-time opening available for the woman counselor's instructional responsibilities, the project director recommended to the college another graduate student, a woman, for the position. This person, who had conducted a number of courses and workshops on career planning and career development of women, was selected for the job and also was chosen as another field site representative in the college. This final arrangement added additional staff time available for Project BORN FREE work at Northtown because of the project assistant's dual role of college employee and Project BORN FREE assistant.

Implementation

Activities. Much of the activity at Northtown during the first year of Project BORN FREE involved an interaction of both project activities and career development and women's issues activities that had been growing for the previous three years at the college. In previous years, primarily the counseling staff at the college had been developing courses, workshops, and other programs for student career development. Major personal goals of these efforts were the development of a career resource center and a comprehensive career development program at Northtown. At the beginning of 1977, the college faculty, which have a strong organizational union in the institution, set up a task force on institutional goals and objectives. Of eleven long-range objectives for the college, the second-most priority was given to the development of a comprehensive program for assisting students in all phases of their career development. The project assistant and the male counselor, serving as a field staff member, made presentations to the faculty supporting this goal. Out of this recommendation the faculty set up an interdisciplinary career development advisory committee, consisting of faculty, counselors, and administrators to develop a plan to assess and to meet student needs in this area. A primary concern was to organize existing activities into a more comprehensive program as well as add additional needed services. The movement for a career resource center at the college had been progressing for some time. During spring, 1977, the president officially established a career resource center for the college beginning the following year. However, no additional funds were allocated to staff the center. Therefore, the center could exist but would have to be staffed on an overload basis by existing personnel. The counselors had been requesting an additional full time position for the center. It is unclear if additional funds became available or existing funds were

reallocated; but by year's end, the extra funding requested was allocated for staffing the career resource center. A field staff member, the male counselor, was released from his counseling responsibilities during the second year of Project BORN FREE to develop the career resource center.

A number of other activities related to career development and sex-role issues occurred during the project's first year at Northtown. Affirmative action and Title IX compliance activities took place. Adjustments to improve the women's athletic program were made, as well as establishing additional programs in women's studies for women returning to college. The project assistant developed two career-related convocations for women in this group. Other activities included an institution-wide presentation by a nationally known scholar on men's "liberation" and the changing roles of men. The college also began a community needs survey to determine how Northtown could meet the needs, many career-related, of community residents who presently did not take advantage of the college's current offerings.

The field staff and project assistant conducted a number of activities related to Project BORN FREE during the first year, each with varying results. One major activity by the project assistant was simply to develop contacts with various staff at the college, describe the project, and sound out other person's ideas and concerns. Because the project assistant was released from half of her responsibilities at the college to work on Project BORN FREE, she had much more time to leave her office and meet with other persons at Northtown.

No formal presentations of the project were made at the college. Most of the personal contact involved the project assistant and the male counselor discussing the project informally with Northtown staff on a one-to-one basis. However, announcements were made in the faculty newsletter and an article was

presented in the college newspaper. Thus, all college staff at some point had the opportunity to know of the project and its goals.

The field staff also attempted more formal organizational activities to involve interested staff. During fall, 1976, the field staff distributed a description of the project and established a BORN FREE Network to bring together interested persons to discuss issues of career-related sex-role stereotyping. The first meeting was to share ideas and continue activities if the group desired. This meeting drew 15 persons, with another 12 expressing interest but not attending. About one month later, another meeting convened with 11 persons attending. Results of the systems analysis were shared with this group. However, by a third meeting, another one and one-half months later, attendance dropped to only a handful of persons, and no meetings convened after that.

Out of the BORN FREE Network, secretarial and other support staff developed luncheon meetings to discuss Project BORN FREE concerns as they related to their positions. After a few meetings with attendance at about 10 persons each, the format evolved into presenting guest speakers, not necessarily related to Project BORN FREE issues. The speakers discussed life, self-development issues with some career emphasis, but moved somewhat away from the direct concerns of the project. In terms of developing any action plans for change in career-related sex-role stereotyping, nothing really developed out of either the BORN FREE Network or the luncheon meetings. However, the meetings did open up communication among many of the staff at Northtown.

Another activity was a short survey of faculty, staff, and administrator opinions concerning career development and sex-role socialization issues. About 40 percent of the college staff responded. In general results were

favorable in that respondents indicated a need does exist at Northtown in these areas, and additional activities would be an asset to the college. However, less than 20 percent of the respondents indicated they considered it worth their time to participate in activities to arrive at new ways to deal with sex-bias and stereotyping.

Influential factors. A number of factors at Northtown affected the project team's initial activities and later planning. As evident from the college's previous activities, there had been a growing support for career development. There is administrative support and faculty approval of services in this area. However, most of the career-related activities have been developed by the counseling staff and few faculty members. Although the faculty may be supportive of such activities, most still are concerned about the content areas they teach. In essence, student career development programs may be needed, but it is the realm of some other office to develop specific programs. No resistance is present; faculty simply are involved in their own interests.

Concern for sex-role stereotyping was another problem area, however. The president at Northtown is supportive of reducing sex-bias practices in the college, though he has not placed as high a priority on this problem area as he has on career development issues. The faculty see much less of a need for change in the area of sex-role stereotyping; most believe the topic is being dealt with adequately, or has been overworked. The faculty believe they are knowledgeable about the topic and demonstrate no differential biases toward male or female students. In general, the faculty appear to be relatively unconcerned about this problem area.

By and large, the faculty at Northtown are fairly autonomous as is typical of other institutions of higher education. They are involved in their own work and content areas. Some may be interested in improving their own

effectiveness as instructors, but have no interest in any system-wide changes. Enrollment is increasing at Northtown, as in other community colleges. Job positions are comfortable and stable for most faculty; there is not much incentive to change practices for many faculty because the college is successful economically.

Some of these general attitudes among faculty were responsible for the decline of the BORN FREE Network. The meetings began as a discussion and sharing group among a small number of staff and faculty but never moved beyond this stage. Because of already demanding workloads and previous negative experiences with special projects, the Network members were unwilling to commit themselves to any plan of action. Paradoxically, field staff indicated that the Network declined because no action plan materialized.

The negative experiences of faculty with special projects, as mentioned above, alludes to a significant problem area at Northside: an antagonism between the administration and the faculty. The faculty are distrustful of any programs that appear to be initiated or directed by the president and dean of students. Apparently, previous attempts at innovative programs had been made by faculty with little reward, recognition, or released time given to the faculty by the central administration. Because of these experiences, faculty consider staff development programs somewhat aversive; they do not care to be directed to participate in programs, especially if they have no involvement in the initial decision that the program should be conducted. Thus, a general attitude among many faculty is to limit their activities to those for which their positions are directly responsible.

This attitude among faculty influenced strongly the project team's approach to implementation of Project BORN FREE at Northtown. The team has been very careful to conduct project activities without a direct connection or

even an appearance of a connection to the president or dean's offcie. Although the central administrators support the project, they were not actively involved in any activities, nor were they encouraged to participate. Therefore, the field staff have taken primary ownership in their presentation of the project to the college staff.

Adaptations. Because of their several years of experience working at Northtown, the project team there had a fairly clear understanding of the conditions existing at the college; nothing unexpected occurred during the first year of Project BORN FREE that they did not at least partially anticipate. They did not have any specific initial expectations of the type and extent of change that could or would occur at Northtown. They realized any changes in the system would take time and could be instigated with little risk or disruption if approached cautiously and in the appropriate way.

One area in which the project team may have made an initial overestimation was the degree to which the faculty as a whole would be interested in involvement in the problem areas of Project BORN FREE. Support and awareness for project concerns was present, but not much desire for involvement. This situation resulted in adaptations in the activities or strategies implemented during the end of the first year of the project and in plans for future activities during the second year. Toward the last third of the academic year, the male counselor field staff member identified from the systems analysis those courses and programs in the college that had a large male-female enrollment ratio imbalance. After an initial planning meeting with other counselors, he sought out the instructors of these courses and programs to discuss the imbalanced enrollment situation. He learned that several of these instructors also were concerned about this imbalance. A meeting of the instructors was called with faculty from such areas as geography, political science, dietetic

technology, and other programs. The goal of the meeting was to discuss ways in which enrollment patterns could be changed. Although all these faculty were concerned about providing equal opportunities in their programs for both male and female students, economic issues also were a concern. For some instructors, enrollments in the courses had been dwindling; if this trend continued, there was the future risk of their courses and programs being cancelled.

Initially these instructors were doubtful that anything concrete could be done to change enrollment patterns and that they would have the extra time to devote to develop strategies for establishing equal male-female enrollments. The meeting was productive, however, and several additional ones were scheduled. With this interest group as a base, the field staff member approached the faculty council toward the end of the academic year, proposing a formal task force to investigate the problem and to derive methods for encouraging both female and male students equally to enroll in these courses. By year's end the task force was approved by the faculty for the second year of Project BORN FREE. The establishment of the task force gave formal, visible status to the problem of career-related sex-role stereotyping within the college.

The strategy that evolved with the establishment of the task force serves as the basis for continued activities during the second year of Project BORN FREE at Northtown. The scope of the intervention has been narrowed to a limited number of faculty with a vested interest, potentially economic, in change. Because of the general nonconcern among faculty with sex-role stereotyping issues, this marketing approach will concentrate only on a few interested faculty as a pilot project, stemming out of the task force. If successful in altering enrollment patterns, the methods could provide the field staff with credibility as consultants and increase interest among other faculty for assistance in affecting the enrollment in their courses.

Since the major responsibility of the counseling unit is still direct service to the students, this approach also will be used. The major strategy underlying this approach is to provide an ongoing visible focus of the problem for students. One activity planned is a slide show to be presented to students during student orientation week at the beginning of the 1977-78 academic year. Another planned activity is a poster display in corridors, promoting nontraditional careers. A series of articles in the student newspaper on nontraditional alternatives for students also is planned. A related strategy was to have a student, active in student government, attend the BORN FREE summer workshop. The president-elect of the Northtown student senate did attend the workshop and will serve as a field representative during the second year of Project BORN FREE. This strategy has the advantage of bringing the student governance as a power base to bear upon the problem in presenting program recommendations to the college administration.

In response to a previous faculty survey, the male counselor field staff member also has planned a series of short, voluntary staff workshops on career-related topics for the second year of Project BORN FREE. The workshops will present topics such as mid-life career change, alternative life styles, and non-traditional careers. The workshops will not be identified specifically with Project BORN FREE, but will include problems of sex-role socialization and the changing roles of men and women.

During the first year of Project BORN FREE, the college president discussed a tentative plan of presenting a staff development workshop on career-related sex-role stereotyping. The workshop would be scheduled for all faculty during staff orientation prior to the beginning of the academic year. Whether the workshop would be implemented depended upon the availability of project-developed materials and coordination by the field staff. The field

staff had some concern about this approach, given its mandatory attendance, a "one-shot" format, and faculty distrust of the administration.

As of the end of the Project BORN FREE summer workshop, the workshop participants from Northtown (a counselor, the director of cooperative education, and the president-elect of the student senate) met with the project team members who had worked at Northtown during the project's first year. The Northtown implementation plan further refined procedures for some of the tentative activities previously mentioned. These activities included a voluntary three hour staff development workshop on mid-life career change, a topic of increasing concern to Northtown faculty. Within the context of the workshop, problems of career-development and sex-role stereotyping will be discussed. The Northtown project team chose to downplay the issue of sex bias in publicizing the event because of its limited appeal to faculty. The workshop is to include the overview videotape completed by Project BORN FREE staff and some group learning exercises from the learning materials also prepared by BORN FREE staff. The president's plan for an inservice workshop was not followed up by the field staff.

Several activities for student involvement also are tentatively planned. These interventions include panel discussions, throughout the academic year, by invited speakers in nontraditional career areas for women and men. The panel members will discuss their career development as well as the problems and satisfactions that occur in their careers. At two retreats for student government leaders during the second year of Project BORN FREE, awareness-raising workshops will be conducted; learning materials and the overview videotape from Project BORN FREE will be included.

Outcomes and Continuation

The number of activities related to Project BORN FREE that occurred during the project's first year at Northtown appear to have had some impact. These activities followed on the foundation laid for a career development program that stemmed out of change efforts in previous years. Communication channels have been established among a number of faculty who are concerned about problems of career-related sex-role socialization of students. Although the degree of college staff involvement probably was more limited than the project team had originally hoped, several faculty have become involved in planning and implementing change interventions that may reduce sex-role stereotyping problems that affect them personally, such as in their course enrollment.

Project BORN FREE's activity within Northtown also helped to foster a more organized, and visible plan of action for change, incorporating previous activities and the development of new ones for career development. The career development focus provided a vehicle for addressing the issues of sex-bias, a problem of more limited concern among faculty within the college.

Project BORN FREE itself was not the sole basis for the extensive activity within Northtown during the project's first year. However, as a visible, nationally-funded project, it did serve as a catalyst to move organized support and program development along more quickly in the college.

Most conditional factors that may affect continued activity at Northtown have been described above. Two additional factors that may be influential include the project assistant's departure from the project and Northtown college. Because of her joint position as counselor in the college and employee for Project BORN FREE, her presence added a greater amount of expert personnel time available to work on intervention activities at the college. This extra

personnel time was not available to most other institutions participating in Project BORN FREE and will not be available to Northtown during the project's second year.

The second conditional factor pertains to faculty work loads. The staff at Northtown currently function under what field staff believe to be overload conditions. Current admission applications are over 20 percent greater than during the previous year, with no correspondent increase in staff. Thus, college staff will have increasingly heavier work responsibilities. Additional activities, such as those involved with Project BORN FREE, may appear to be a potential added burden that staff at Northtown may be reluctant to bear.

PARKSIDE COLLEGE

Background

Parkside College is a small, private four-year liberal arts college with a Protestant religious affiliation. Located in a pleasant residential district in the heart of a major metropolitan area, the college enrolls 1,650 students. About 52 percent of the students are female.

Parkside College was selected to participate in Project BORN FREE because it represented one type of higher education institution: a small, urban liberal arts college. The project director had a long association with the vice president for student affairs, the associate dean of student affairs, and the director of career planning and placement. The former two persons had worked with the project director previously on career development projects. Parkside also served as a counselor training site for a number of the project director's counseling graduate students.

Parkside has developed a systematic career development program for a liberal arts college which has been in operation for several years. The program, conducted out of the college's Student Development Center under the direction of the administrators in student affairs, provides an active outreach system of counseling and printed, self-help materials for student career development throughout the four year stay at the college. The program also has included seminars on career development, cooperative education and internship programs, and a variety of other career-related activities for students. The college has developed a number of courses and programs related to men's and women's awareness and issues.

During the last several years the college has sponsored a major conference on the role and status of women and established a status of women task force, which led to several changes on campus, including salary equity adjustments

for male and female faculty. Though the Student Development Center did not initiate all the activities in the area of student career development and sex-role issues, it was responsible for a number of these events through its outreach program to the college community.

Initiation

The vice president for student affairs, a woman, attended the initial planning and discussion meeting convened by the project director before proposal submission. The vice president had a strong interest in and had been a major force in developing career- and sex-role-related activities at Parkside; she indicated the college was ready for further work in these areas. She obtained approval from other top level administrators for Parkside's participation in Project BORN FREE. The college, then, and the vice president as a field site member, were identified early in the project planning process, although no one from Parkside was involved in the actual proposal writing.

There was some difficulty, however, in identifying a faculty member to serve as another field site representative. The vice president's first selection declined to participate shortly before major project activity began. Over a month later, the vice president identified a newly-appointed assistant professor. The professor was not a strong supporter of career development or sex-role socialization issues. However, the vice president believed the professor's views would be representative of the college faculty's views, and he could bring that perspective to the planning and implementation of Project BORN FREE activities at Parkside. Two additional field staff members volunteered to participate in the project at the beginning of project implementation. Both were female counseling graduate students who were completing counselor training in the Student Development Center at Parkside. One of these students had worked previously for two years at Parkside and was instrumental in the

initial implementation of the college's career development program. Both persons also had been active in programs related to women's issues and career counseling.

Implementation

Activities. The field staff and the project assistant who coordinated activities with them did not plan any initial direct change agent interventions at the beginning of project implementation. Time limitations for completion of required project tasks were not so much a consideration in this situation as uncertainty about what to do. Much of the time was spent trying to develop a strategy or plan of action in which the general goals of Project BORN FREE would fit in with the needs and goals of Parkside. The field site faculty member challenged the relevance of many of the ideas presented by other field staff members and slowed progress. The group decided not to attempt any activity that might generate resistance toward Project BORN FREE within the college. They elected to wait for the results of the systems analysis to suggest possible avenues for intervention. The major project activities for the year among field site staff were the original specified tasks: a systems analysis of the college and development of the learning materials for the project.

A significant portion of the systems diagnosis consisted of interviews with over 30 individuals in the college; administrators, faculty, students, and other staff members. The interviews introduced the project in depth to a cross-section of persons within the college. A brief announcement about and a description of the project were made at an all-campus faculty meeting of the college where faculty and administrators total slightly over 100 persons. A descriptive notice also was placed in the faculty newsletter. Thus, all college staff had the opportunity for at least a superficial awareness of the project at some point in time. The vice president also discussed the project several times at meetings with representatives of other small liberal arts colleges in the area.

The field staff discussed making presentations during the first year of the project to selected student groups, to parents at the college's parent day program, and to resident hall advisors. These activities were not ruled out completely, but were dropped for the first year until a more comprehensive and well-planned strategy for intervention could be developed.

A number of the activities mentioned previously that had been conducted during the last several years at the college also were provided for students again during the first year of the project. The Student Development Center began a mentor group for freshmen, concerned with life style planning. The program, which includes test interpretation and group counseling, involves regular meetings between freshmen students and Student Development Center Staff during students' first semester at the college.

Influential factors. The field staff encountered a number of significant findings during the course of their systems analysis interviews. There is administrative support for providing student career development services. Part of this support is evident from the existence and activities of the Student Development Center for the past several years. However, present and future concerns of the college relate to retention of students, maintenance of enrollments, student and faculty satisfaction, in essence, survival of the college. The dean of students, newly appointed this year, was especially committed to career development as a vehicle to achieve these goals. The college presently is experiencing no enrollment declines or staff/faculty cutbacks. However, the college recently completed one and five year long-range planning reports with these enrollment problems in mind. This concern is prominent because of general declines in college enrollment nationwide. The college hopes to minimize such problems by present planning. On the other hand, although there is the full spectrum of attitudes about the importance

of career development intervention among faculty, there are a great number of faculty who are resistant to including career development concepts among their instructional concerns. These faculty strongly believe that career concerns run counter to their conception of a good liberal arts education. Career development is often equated with vocationalism or job preparation and not considered in a broader context of life style development. In general, faculty do not see these concerns as appropriate to their roles as liberal arts instructors. Although many faculty do see a need for student assistance in the career development area, they believe it is a more appropriate realm for student affairs offices, such as the Student Development Center. They do not perceive a need to engage in student career concerns because other college offices already are providing career-related services. There is not much motivation among faculty for their participation in career-related programs for students. Stemming out of this situation is the relationship between the instructional offices and departments and the student affairs offices and units at Parkside. Although the Student Development Center has been active in promoting a career development program for students, it has, by and large, been partitioned off and separate from the instructional units. The Student Development Center's impact on the behavior of instructional faculty has been limited. Student affairs staff and the faculty have worked together on an individual basis in the past, but not collectively. There is some concern among teaching faculty about the non-teaching faculty. A common attitude among instructional staff is that student affairs professional staff are not really teachers and have limited knowledge about teaching and content areas. The student affairs staff is perceived by a number of faculty to be a support system for the instructional faculty. Because of the student affairs staff's active outreach efforts in the past, a number of the instructional faculty

with traditional Christian college values have been offended by the student affairs staff's endeavors. However, during the first year of the project, a member of the student affairs staff was placed on the college's educational policy advisory committee, a big step toward acceptance of student affairs as important in planning the educational direction of the school.

The concerns for inequities among women and men in the college reflect a pattern similar to those for career development. Because of past activities, Parkside has made a number of inroads toward parity of conditions for men and women on staff. Salaries and other benefits have been adjusted because of recommendations of the college's status of women task force a few years previous. Title IX compliance activities also have begun, and the institutional self-assessment phase of Title IX requirements have been completed; an action plan developed out of the self-assessment has yet to be completed. The field staff consider these compliance activities as bringing added weight to efforts for change in the area of equal options for men and women. However, these successful past activities have reduced concern among faculty for further change efforts. Since adequate progress is presently being made, motivation for greater activity among faculty is limited. Faculty feel sex-bias issues are a concern for other offices. Also, most endeavors in the past have focused upon college faculty and staff adjustments. Involvement among faculty concerning sex-role socialization issues for students has been limited only to the few persons interested in the topic. Support for such issues is present on the surface, but, in general, there is no strong felt need for change; faculty do not, obviously, believe they discriminate among students.

Faculty in the college are fairly autonomous for a church-affiliated college. The major concern is for their teaching and their content areas, in

the liberal arts tradition. Faculty are hard-working but do not feel overloaded with responsibilities. There is a growing concern among faculty about potential future staff cutbacks. A number of faculty are untenured; a growing sense of concern about future job security is evident. Thus, the faculty's major concerns are performing those professional responsibilities for which they will be rewarded, primarily teaching. Additional activities and issues such as Project BORN FREE would fall far down their priority list for activities.

Another factor involving both student and staff attitudes that may present some problems with implementation of Project BORN FREE is the religious affiliation of the college. The concept of sex-role socialization is perceived by many faculty and students in the context of the church. Thus, strongly held values exist about the relative status of and appropriate roles of men and women according to theological teachings. The college includes the full spectrum of attitudes, from traditional to very contemporary, on the range of life options for women and men. However, the strong religious ties of the college, as well as parental and student expectations of the type of education that should be provided, present a critical aspect of the college that may foster resistance toward attempts for change by Project BORN FREE.

One area of common concern uncovered by the field staff was improvement of faculty advising. This is an area in which faculty, students, and administration are dissatisfied; it has a high priority for change. The issue has ramifications for future stability of the college, regarding maintenance of enrollments. Since a committee studied the issue last year, there has been some pressure from the administration on faculty to improve their advising work with students; however, the faculty have been frustrated and at loss about how to make such improvements. This area provided a primary focus

through which the field staff reached agreement for interventions of Project BORN FREE at Parkside.

Adaptations. What changes and adjustments in their activities resulted from the field staff's initial efforts at Parkside? In the beginning the field staff and their project assistant were thinking about dealing with broader issues, such as curriculum intervention, student life activities programs and other strategies. They did not anticipate the degree of resistance or lack of concern for Project BORN FREE goals among the faculty. As a result, the amount of impact for change they expected became more limited. They also had hoped for more visible programs to come out of the first year's efforts.

It became evident that some risk would be involved for some of the field staff. The vice president is strongly concerned about Project BORN FREE's goals, but any interventions she initiates need to meet the real needs and concerns of the college if she is to maintain credibility and have any impact. The young professor also faces some risk because of his untenured position and dependence on other faculty. His participation in activities that might appear to be accusing other faculty of sexist behavior could place a threat on his job security. Support from the administration is present and does not present any professional risks from that perspective for field staff.

Awareness of both career development and sex-bias issues is high at Parkside. The present strategy, however, is to proceed slowly because of the political nature of this, as any other, college. Part of this problem stems from the "private turf" of the faculty. One does not encroach too much upon this turf, and faculty are not very concerned about problems that extend beyond their area. The strategy field staff have considered is to tie into already ongoing activities and planned change at the college. Because of

difficulties in translating the general goals of Project BORN FREE into concrete intervention plans, in faculty attitudes toward career development and sex-role, stereotyping, and in the pressing issues at the college, the field staff narrowed their focus for intervention to areas agreed upon by all field staff members and the administration. These areas are faculty advising, primarily, and resident hall advising, secondarily. The major thrust for future activities will be to incorporate issues of career development and sex-role stereotyping into a program for faculty advising developed by the student affairs offices. Advising is an area of common interest with a greater possibility for faculty involvement than would be programs explicitly on sex-role stereotyping or career development, areas with a high potential for resistance.

The field staff also began with the idea of developing project materials that could be used at Parkside for staff development. However, the way in which these materials would fit into a feasible intervention program at Parkside now is in question. The vice president did reserve the college's once-a-year staff development session, for the year following termination of Project BORN FREE, to present a program related to project concerns. The project-developed materials may be used at this session. The field staff plan continuous activities throughout the second year of the project's funding, an approach they believe is necessary for any impact. A "one-shot" approach to the problem would be ineffective with the college faculty.

Since the integration of Project BORN FREE concerns with the college's faculty advising concerns, administrative support has become even greater for some type of program. All concrete planning for activities will be done with the dean of students. Although his approval is necessary for any major activity, his sponsorship provides greater credibility and weight to the implementation of any interventions.

Following the philosophy of tapping into ongoing programs, the field staff also plan to integrate Project BORN FREE concerns into current programs for students directly, since direct student service is still the major responsibility of the Student Development Center. Center-sponsored activities from previous years will continue. The mentor group mentioned earlier will continue, with some possibility of instructional faculty involvement, in addition to persons from the Student Development Center. Another coed dormitory will be established at Parkside during the second year of the project. Parkside has established study themes for its dormitories. Programs for dormitory residents to explore male and female roles and stereotypes are planned.

Outcomes and Continuation

After the first year of involvement with Project BORN FREE, not much change is evident at Parkside, though the field staff did not attempt to make any major interventions. One outcome is increased awareness among some of the college staff about Project BORN FREE and its goals, primarily through the systems analysis interviews. Awareness of career development concerns and male-female equity issues has been relatively high at Parkside for several years, because of previous activities in this area. A second outcome is increased support by the college administration for some staff development program, with the faculty as a target population in the area of faculty advising. By meshing a most pressing need of the college with the general goals of Project BORN FREE, the field staff has established a solid backing for intervention activities. As the project assistant indicated, changes in activities in the college in the areas of career development and sex-role issues probably would have occurred without the intervention of Project BORN FREE. Parkside has had a history of progressive action in these areas. However, the project did add an impetus to move more quickly and further along toward solution of problems in these areas.

The initial activities of Project BORN FREE, such as the systems analysis helped to focus and define some goals and clarify some problem areas at the college. The field staff's efforts toward change probably would not have been given the kind of priority received from the administration without the foundation of a formal project such as BORN FREE.

Conditional factors that might affect the second year's activities of Project BORN FREE have been described fairly well above. Conditions at the college seem stable in terms of funding, student enrollment, staff morale, and administrative support. For the present, Parkside appears to be in a reasonably comfortable position compared to many other higher education institutions nationwide.

MIDWESTERN UNIVERSITY

College of Liberal Arts

Background

Midwestern University is a large, state land-grant institution with the main campus located in a large urban area. Student enrollment on this campus includes over 40,000 regular daytime students of which 51% are male. The University's College of Liberal Arts enrolls over 17,000 of these students, in over 50 major programs and departments. The Career Planning Office within the College of Liberal Arts was established in 1974 with special grant funds to serve career needs of the college's students. It provides career materials, counseling and vocational testing services for students. In the past, staff of the Career Planning Office has included a part time coordinator, two to three paid part time graduate students as counselors, as well as some volunteer counselors.

Initiation

Because Project BORN FREE was a university-based project, the project director assumed from the beginning that some office or unit of the University would be involved in the project. The College of Liberal Arts was the most likely prospect because of the size and diversity of both its students and subject areas. The Career Planning Office within the College of Liberal Arts appeared to be the most desirable unit for involvement for a number of reasons. It offered career concerns as the primary focus of its activities; it had been active in outreach career programs to college and departmental undergraduate advising offices; it had sponsored career information and support groups for men and women students; and it had a staff, primarily women, interested in sex-role issues. The former assistant director of BORN FREE was

employed as coordinator of the office during the year previous to Project BORN FREE's inception.

The newly appointed director of the Career Planning Office attended an initial planning and discussion meeting, convened by the project director, before submission of the project grant proposal. The director and his immediate supervisor, an assistant dean for the college, both expressed interest in the project; the assistant dean obtained approval for the Career Planning Office's participation in the project from the dean of the college. Although the director of the Career Planning Office and the assistant dean supported the concerns of Project BORN FREE, the long-range interest in change in the area of career-related sex-role stereotyping apparently centered in the Career Planning Office's staff, the graduate student coordinator and counselors.

The field staff selected for this site included a counseling graduate student and a well-respected professor, the chairperson of one of the larger social science departments in the college. The counseling graduate student had been very active in programs and activities related to career development and women's issues; she expressed interest in working for Project BORN FREE initially but had accepted a position as a counselor in the Career Planning Office before final funding for BORN FREE was approved. The professor was invited to participate in the project by the assistant dean. For the past several years, the professor had helped coordinate summer workshops for counselors and faculty on the role and status of women. The project director had consulted periodically with the professor on the planning and implementation of the workshops. In sum, both field staff members at the Career Planning Office site had had previous experience and interest in the area of sex-role issues and career development.

Other than the inputs at the initial planning and discussion meeting before submission of the project proposal, no one from this site was involved in the actual proposal writing. However, this site and the principal persons were identified early in the process of project preparation, were familiar with the project plan, and ready for project implementation when it began in October, 1976.

Implementation

Activities. Because of the size and complexity of the College of Liberal Arts, and the limited time available to accomplish the tasks for Project BORN FREE, the field staff focused exclusively on specified project tasks. They conducted a systems analysis and made recommendations for ideas and concepts to be included in the major BORN FREE products, the videotapes and accompanying learning materials. Although the field staff of the Career Planning Office, and the project assistant who worked with them, considered the possibility of a staff training workshop during the academic year, they did not seriously entertain conducting any direct change agent activities during the first year of the project because of the limited time available for work on the systems analysis and module development tasks. The field staff also believed it would have been inappropriate to widely publicize the project initially unless substantive materials or programs could be offered after the field staff's first contacts with persons in the college.

The field staff did not limit their focus to the Career Planning Office. The strategy the field staff chose for ultimate intervention activities in the college was to focus upon two college subsystems: the undergraduate advising system established by the College of Liberal Arts to serve the needs of primarily freshmen and sophomore students; and the academic department advising services, oriented primarily toward junior and senior students. These

subsystems of the college were selected because both are very influential, not only in terms of actual advising and career counseling, but also because they are sources of referral to other student services.

The college advising offices are staffed primarily with graduate students, the majority of whom are in counseling or other helping professions training programs. This group was a desirable target population because it included future professionals who will have an impact upon persons beyond the immediate college setting. The faculty and departmental advising offices had a potential impact primarily upon the students for whom they were responsible. The field staff's primary activity, then, that had some potential for initial intervention toward system change was discussion with college staff and faculty through systems analysis interviews. The heads of seven college advising offices and of seven representative college departments, as well as a number of support personnel within these offices and departments, were made aware of the existence, concerns, and goals of Project BORN FREE. The project assistant who coordinated the activities of the field staff in the Career Planning Office also discussed Project BORN FREE with a number of persons within the University. One field staff member also interviewed and discussed the project with the coordinator of the University's Parents' Association.

Although initial impact may be limited, if known at all, from these discussions and interviews, the contacts between Project BORN FREE staff and other college staff members did publicize the project to a number of persons influential in the advising and career counseling of college students. In addition to providing information to the field staff about various persons' perceptions of career-development and sex-role issues, the interviews were intended by the field staff to lay a beginning groundwork for future interventions stemming out of Project BORN FREE.

During the first year of Project BORN FREE, the Career Planning Office, the college advising offices, and some academic departments conducted a number of activities, related to issues of concern to Project BORN FREE, but which did not develop out of Project BORN FREE. These activities, for example, included workshops and seminars on career planning, on relating careers to academic subject areas, on employment opportunities, and on women in health careers. These activities, or variations of them, had been conducted in previous years and were regular services offered through the various college units. However, they represent interventions that contribute toward the general goals of Project BORN FREE.

Influential factors. Because the field staff of the Career Planning Office did not undertake any major direct change agent activities during the first year of the project, they did not encounter any significant supportive or resistant factors toward their change efforts. However, through the systems analysis interviews, the field staff uncovered a number of conditions or situations that affected later planning.

Supervisor and advisor support for change was evident in the college advising offices. As indicated earlier, the staff of college advising offices have already been sensitized, trained, and active in career and sex-role-related concerns of students. Much of this orientation resulted from outreach staff training efforts of the Career Planning Office in previous years and also a shift in orientation of college advising services toward including not only academic program adivising, but also broader educational-vocational career goal planning for students. The college advising staff were discribed as sensitive and open to examining their views on issues of sex-bias in the services they provide; although undergraduate advisers may have been influenced by traditional sex-role values in the past, there is a concern for

greater awareness and reduction of these biases among advisers and their immediate supervisors.

Another aspect of the college advising offices is their stability as a necessary service for College of Liberal Arts students. The present advising system in the College of Liberal Arts has existed for a number of years and is the primary guidance system particularly for freshmen and sophomore students; another set of college advising offices works cooperatively with academic departments in providing advising services for primarily junior and senior students. Even though staff levels fluctuate from year to year, the college advising offices have relatively stable funding and a regular ongoing training program for advisers. The mission of the advising offices parallels the concerns of Project BORN FREE. The training programs provide a flexible and established vehicle through which BORN FREE staff development interventions can conveniently be implemented. This situation is not necessarily characteristic of other student personnel offices in the college, and particularly not characteristic of advising services in academic departments.

Although there appears to have been an increasing interest for student career development issues at the all-university level, as evidenced by the creation of a career development task force, strong support for student career planning may not be present among higher level administrators in the College of Liberal Arts. The staff of the Career Planning Office was cut for the following academic year and the future of the office is uncertain. A number of the career-related activities in college advising offices have resulted from Career Planning Office outreach efforts. Priority for these efforts may become more limited as a result of reduced funding to the University from the state legislature in the coming years.

Within academic departments, advising of undergraduate students is provided through a great variety of methods across academic departments. Advising may be provided by faculty members, paid or unpaid graduate students, undergraduate students functioning as "peer" advisers, or any combination of these persons. The content of advising services also varies greatly from department to department. Some departments provide counseling, materials, and workshops or seminars related to careers in the content area of the department. Other departments, especially those with content areas less directly applicable to career areas, choose not to provide career related services and limit interventions to course program planning. In general, some departments place a higher priority on career concerns of students, but many others do not and are limited, as well, by time and expertise to provide such services. By and large, advising services in academic departments have become more and more centralized and less directly involve faculty members. Priority for such services is limited relative to other departmental functions and services. A number of departments expressed interest in providing career-related services if time and resources were available. Opportunities for staff training in career development and sex-role issues may exist in some academic departments but any intervention apparently would require outside assistance from Project BORN FREE staff, would most likely be limited to advisers who work with students directly, and would not include departmental faculty.

Major problem areas in developing interventions concerned with sex-role socialization for careers reside in the priorities of academic departments and attitudes of the faculty. Sex-role issues are recognized as a concern among departments and their faculty, but primarily as the issues relate to affirmative action programs for hiring of departmental staff and less so in terms of differential treatment of the male and female students whom faculty members

teach or advise. Faculty may recognize that a bias exists in differential career aspirations of male and female students in general, but they indicate that time is limited in assisting students to reevaluate their capacilities and goals; that students come into college programs with many of their career values or academic deficiencies already much established; and that students have the freedom to choose any major subject or career field they desire, regardless of sex. Faculty efforts in discussing with and advising of students about career-related concerns are concentrated upon planning with acceptance of students' previous decisions.

With regard to student career concerns, the issue of career preparation for liberal arts students frequently is not even considered by departmental faculty because it is accepted that the undergraduate liberal arts degree is not designed to train a student specifically for an entry level occupation. Advanced training is required for this objective. A broader definition of career development as an integral part of life style development also is not considered. The issue of career development does have somewhat more salience than sex-role stereotyping problems among academic departments because of increased societal concern for the utility of a college degree in a limited marketplace for jobs. However, this concern expresses itself in departments primarily for graduate student job placement, and much less so for undergraduate students. Thus, many departments and faculty recognize student career development as important, but it does not have a high priority relative to other departmental and faculty responsibilities and interests. Research and teaching still are the primary missions of the faculty of a large university. A great many faculty are concerned primarily with their content area; there is some resistance when presenting the concept of student career development to liberal arts faculty members because they tend to define it as vocational training, an "inappropriate" concern for a liberal arts education.

Another important related issue is the autonomy of major university faculty. Faculty expect the freedom to pursue their professional interests and accord the same respect to other faculty. This autonomy is so great that it probably supersedes the authority of any one administrator over a group of faculty members. Chairpersons of several departments indicated in interviews that they would not be so bold to require a group of faculty to attend a staff development session, that the notion "flew into the realm of the absurd." They also indicated that if such a session was offered on a voluntary basis, most faculty probably would not attend. Any faculty involvement in programs to facilitate a non-sex biased or career-oriented approach to faculty teaching and advising would be on a voluntary, individual basis, and probably would include only a small minority of the faculty. This situation became evident when the field staff attempted to develop a list of faculty who might be interested in attending the planned BORN FREE summer workshop. The field staff had a great deal of difficulty identifying potentially interested faculty for the workshop. Those finally suggested were sent invitations with no response.

The field staff learned that the use of learning materials and videotapes for faculty staff development would be extremely inappropriate. The field staff perceived a general bias among liberal arts faculty toward College of Education faculty efforts for improvement of teaching skills. In general, liberal arts faculty (and other college faculties, for that matter) believe they know how to teach, develop tests, and treat students equitably; they look disfavorably upon what the faculty of an education college has to offer to help them improve these skills.

Another factor pertains to students' attitudes in a liberal arts college. In the college, field staff indicated that often students do not perceive blatant discrimination, or not as much as persons enrolled in programs or

schools with a predominantly other-sex student body, for example, women in an engineering college with a high percentage of male students. Because of a long history of traditional sex-role socialization, many students, by the time they reach the college level of education, have firmly entrenched values and preconceptions. They have made many of their career decisions already and are content with the paths they are following. They do not recognize how they have been channeled in traditional sex-role values. Students who have contemplated nontraditional choices are more aware of barriers to their career plans because they have confronted some of these resistances during their educational development. For others, there is a lesser perceived need for change by the time they reach college.

The field staff concluded, based upon their research, that the College of Liberal Arts may not have been the best selection as a locus for intervention. The advantages of its size and diversity also are its disadvantages. Effective intervention can be conducted only in a small segment of the college; the problems encountered in implementing changes are subtle and complex. Other colleges within the University offer greater potential because they are smaller; have more visible signs of problem areas, such as a great disparity in male-female enrollment ratios; and offer greater potential for impact.

Adaptations. Although the field staff of the Career Planning Office did not attempt any direct change agent activities during the first year of Project BORN FREE, their inquiries into the nature of the college systems had a definite impact upon the formulation and modification of their future plans. In terms of initial expectations, the resistance among regular college faculty was not anticipated. Thus, initial ideas of programs for college faculty were dropped. Also, although the field staff believe that effective interventions can be instituted in the college, the scope of these interventions would be

limited by the size of the college, the degree of cooperation obtainable from college departments and advising offices, and the already well-established values students bring to their college careers. By avoiding any attempts to provide staff development for faculty and assuming limited intervention opportunities through those supportive offices within the college, change efforts may be effectively implemented without much disruption of the systems.

The strategy planned by the Career Planning Office for the second year of the project involves continued activity with college advising offices, incorporating Project BORN FREE concerns within the career development focus of the Career Planning Office. The coordinators of the college advising offices expressed an interest in using Project BORN FREE materials in adviser training programs. Also, using project-produced materials, sections can be added to adviser training materials concerning adviser behaviors that may inhibit or facilitate broadened career exploration of student advisers.

In approaches to academic departments, the field staff intend to focus on the advising services of a limited number of selected departments and provide any assistance the departments may request. A few departmental advising offices have expressed interest in such assistance and have acknowledged a need for more career guidance for their students or have recognized a problem of imbalances in male-female enrollment ratios.

This approach concentrates more intensively upon a limited number of departments with a greater probability of success than superficial coverage of a larger number of departments. The emphasis is upon program development tailored to the individual needs of the departments involved. These departments will serve as models. If successful, change efforts may gain credibility and appear more desirable to other departments with similar problems.

The Project BORN FREE summer workshop was attended by two representatives from the College of Liberal Arts: the director of the Career Planning Office, who also coordinates the college's placement office and field experience learning program; and the coordinator of one of the College of Liberal Arts' advising offices. Additional plans that developed out of the workshop for program implementation during the second year of Project BORN FREE, involved a further refinement of plans described above. These additions included the establishment of a task force of interested persons from the college's advising and student personnel offices. One goal of the task force will be to define concrete activities for staff development and student services, within existing programs, that will promote the goals of Project BORN FREE. The major thrust will be to incorporate activities of concern to Project BORN FREE into current job functions of college advising staff, thus reducing any additional demands upon staff time. Another objective of the task force will be to examine, via surveys, the impact of existing programs upon students. The strategy espoused is to modify existing programs, if needed, instead of developing any new programs or activities.

A time frame for intervention plans also was established tentatively by the Career Planning Office director and the advising coordinator. These plans include the development of a concrete implementation plan during the first few months of 1978. The anticipated time span for implementation will be up to two years after the implementation plan is finalized.

Outcomes and Continuation

The impact of efforts for change in the College of Liberal Arts was very limited for the first year of Project BORN FREE; the field staff in the Career Planning Office intended it that way. The staff concentrated upon discerning the most effective avenues for future intervention, established contacts with

several offices in the college for the planning of such interventions, and generated a general strategy plan for implementation. Thus, there was no great increase in awareness, support, or priority for change toward goals of Project BORN FREE. However, field staff activities did identify the awareness and support that already existed. At the end of the first year, activities of Project BORN FREE staff did result in tentative commitments for future interventions from persons not originally affiliated with the project.

The major condition affecting continuation for the second year of Project BORN FREE at this field site are reduced funding for not only the Career Planning Office but also the College of Liberal Arts as a whole. These reductions set potential limitations upon the amount of time and personnel that can be devoted to Project BORN FREE concerns relative to other responsibilities of Career Planning Office staff, college advising office staffs, and departmental advising staffs. Increased demands with more limited resources make additional activites and priorities more difficult to implement in college departments especially, even if advising staff within the departments express an interest in such interventions.

Greenwood School District

MORNINGSIDE SENIOR HIGH SCHOOL

Background

Morningside Senior High School is located in the center of the Greenwood community and serving over 1,300 students in grades 10 through 12. Slightly less than half of these students are female and less than four percent of all students are minority group members. The bulk of Morningside students come from homes with parents employed in professional, managerial, and skilled trades occupations. Over 60 percent of the Morningside staff are males with a median age of about 39 years. The Greenwood school district administrative offices also are located in the large Morningside building complex.

Morningside can be considered the more traditionally-oriented high school in the district, in terms of educational philosophy, teaching methods, and curricular offerings. The other high school in the Greenwood school district is regarded as the more progressive and innovative school in its approach to education.

Morningside has had few programs related to career development in the past. The school district did receive some federal funds for the development of career education materials several years ago, but Morningside was not included in this district-sponsored project. The school does have a small career resource center for students in the school library, but no other major programs related to this area are evident in the school. Faculty participation in activities related to student career development has been limited to district-sponsored inservice sessions.

In the area of sex bias issues, the Greenwood district has an affirmative action and Title IX compliance program that has made a number of inroads in the district during the past two years. This program has extensively involved

Morningside as well as other schools in the district. Several faculty at Morningside with an interest in the area also have provided units within their courses that deal with issues of sex bias and sex-role stereotyping.

Initiation

The selection of Morningside for participation in Project BORN FREE was primarily a decision of the district's coordinator of instruction, but also that of the district's equal opportunity advisor and a counselor from the Greenwood Junior High School that was participating in Project BORN FREE. The judgments of these persons were relied heavily upon because the project director was not familiar with characteristics of the schools in the Greenwood district. The project director had no previous contact or working relationships with any of the staff at Morningside, except for one of the counselors in a previous context. The major reason for Morningside's selction was that it was in greater need of a program such as Project BORN FREE, relative to the other high school in the district. The coordinator of instruction obtained approval from the school's principal for Morningside's participation in the project. The project director had no contact with the principal until some months after the project work began.

The two field staff representatives from Morningside were a male counselor, the school's chairperson of pupil personnel services, and a female instructor. Although she represented the whole Greenwood district, the equal opportunity advisor also volunteered to participate actively in the project and was identified most closely with the Morningside field staff. The equal opportunity advisor's office was located in the Morningside building. The director of curriculum asked the counselor if he would participate in the project. The counselor contacted the instructor, inviting her participation. These persons were identified shortly before the first all-project staff

orientation meeting held in October, 1976. Therefore, they had some knowledge of the nature and goals of the project, but indicated they were not completely familiar with the specific details of the project at the start.

Coincidentally, the counselor and the project director were friends, having known each other from several years previous when both were counselors in the same area. The counselor had been involved in student career development activities through his responsibilities as a school counselor. He also had participated in or taught district-wide workshops in such areas as affirmative action for educators and the changing roles of women and men.

The project director had not known previously the instructor selected as the other field staff member. The instructor had been active both at Morningside and in the district in the areas of affirmative action and sex bias. The instructor served on the school's affirmative action committee and also taught district-sponsored inservice workshops on the changing roles of men and women. The instructor indicated she has been quite vocal about reducing sex bias practices at Morningside and, in the district, she said she was perceived by some faculty at Morningside as a "women's libber on a high horse."

The district's equal opportunity adviser had known the project director for about two years previously when the project director had spoken at a conference on career development and sex bias in public schools. As a concerned parent, this woman organized the conference for parents in three school districts, including Greenwood. As a result of her efforts, the Greenwood district hired the woman a few months after the conference to serve as the district's equal opportunity adviser. In her role as adviser, she has sponsored and participated in a number of activities related to sexism in education within and outside the Greenwood district. She had been the prime initiator of the affirmative action and Title IX compliance activities in the Greenwood

district. She also was one of the representatives from the Greenwood district who attended the initial discussion and planning meeting convened by the project director before proposal submission.

In sum, Morningside began involvement in Project BORN FREE, identified early in the planning process upon the recommendation of primarily the district's coordinator of instruction. Although the field staff were identified only shortly before the actual beginning of project work in the school, both had an interest in and a history of activity in the areas of career development and sex-role stereotyping.

Implementation

Activities. The field staff did not attempt any major change agent activities related to Project BORN FREE at Morningside during the project's first year. Part of the reason for this limited activity was the demands of the specific project tasks, the systems analysis and development of module materials. Another factor, however, was the climate toward the issue of sex-role stereotyping in the school. The field staff placed an announcement and description of Project BORN FREE in the faculty newsletter during the first part of the school year. They also placed an announcement during mid-year, inviting participants for the BORN FREE summer workshop. The field staff also placed descriptive brochures of the workshop in the faculty lounge and contacted several faculty personally to invite their participation. These persistent efforts were necessary because no staff in the school expressed serious interest in attending the workshop.

Several staff at Morningside inquired of the field staff about the project's progress throughout the year. However, these inquiries were mostly from persons who expressed an early interest in the project. The counselor also made a presentation at a monthly parents' group meeting, describing

Project BORN FREE. On an individual basis, the counselor contacted several parents to invite their participation in the parents' advisory group for Project BORN FREE. Both field staff also described the project and its goals in their contacts with students in the classroom. These activities were the extent of informal contacts of staff and students at Morningside with the field staff about Project BORN FREE.

The instructor had asked the principal if she could make a presentation at one of Morningside's infrequent faculty meetings. He denied the request, indicating no time would be devoted to that topic at a faculty meeting. The instructor accepted his explanation, although it became apparent that the school administration had perceived Project BORN FREE as another affirmative action-based program. The principal offered a time period for a discussion of Project BORN FREE at a planned half-day inservice session on affirmative action, offered in February, 1977.

The lack of administrative support necessitated a meeting shortly before the inservice workshop involving the district's coordinator of instruction, Morningside's principal and assistant principals, the field staff, the project assistant assigned to work with Morningside field staff, and the project director. The purpose of the meeting was to clarify for the school's administrators the purpose and intent of Project BORN FREE and to obtain their support. The project staff emphasized that Project BORN FREE was not an affirmative action program, was concerned with both male and female options, and was a career development project. The administration emphasized that career development was not a priority in the school or district, and expressed concern how this position might affect the project. For the most part, the outcome of the meeting was positive; the administration was given a clearer perception of the nature of Project BORN FREE. However, increased priority and

support from the administration was not evident the remainder of the academic year.

The inservice session on affirmative action and Title IX requirements was sponsored by the school's affirmative action committee. Presentations were made by an affirmative action officer from a neighboring school district and a lawyer. The counselor field staff member also made a short presentation on Project BORN FREE. To emphasize that affirmative action and Title IX requirements affect male as well as female students, the committee showed a film on male roles and socialization problems. The strategy apparently did not succeed, however; reaction of several faculty to the film and presentation was fairly negative.

Only a few activities related to student career development had been ongoing at Morningside before Project BORN FREE's affiliation with the school. The school did have a career resource section in its library, established several years ago. In home economics, one instructor taught a unit on career development and also related sex-role stereotyping issues. The counselor also provided career-related services to students in his regular job duties; but even these efforts were limited because of directives from the principal.

With regard to sex bias issues, however, Morningside has been quite involved in the change process to reduce biased practices in the school. Most efforts stemmed from the district-based program on sexism in education. During the early part of the school year, all schools in the Greenwood district were included in a staff attitude survey on sexism and racism. Results for Morningside were summarized and distributed to all staff. Members of the school's affirmative action committee now sit on staff hiring selection committees, but not administrative selection committees. As another example, the school also established a policy that in athletics, school cheerleaders

will serve both male and female teams. Individual instructors at the school also have incorporated sex-role stereotyping issues into some English and Social Studies classes. The bulk of the activities at Morningside, however, concerning sex bias issues, have been those initiated by the district-wide program.

Influential factors. Morningside is characterized by a number of conditions and events that affected implementation of Project BORN FREE during the first year. The principal, voicing the position of the district policy, has placed no priority on student career development and career education concerns. He has been explicit in indicating that the topic is of minor concern both in the classroom and in counseling. The counselor field staff member reported that his instructions from the principal were to counsel only for personal problems and crisis intervention situations with students. However, a large number of student requests for counseling assistance involve career-related concerns. Career concerns of students, for the most part, are accepted as a viable concern among school staff. Since little priority or support is given this area by the administration, though, not much emphasis is placed upon it by the school staff.

The field staff also indicated the school's administration provides little support for sex bias concerns. The activities in the school related to this topic are the result of district-wide mandates. The school administration's categorization of Project BORN FREE as another "Women's Lib" project had negative consequences for its open functioning in the school.

In a related situation, the principal was near retirement after one more year at Morningside. Near the end of the year, the principal decided to retire one year early. In a conversation with the new interim principal, the outgoing principal advised the new administrator not to become involved in

Project BORN FREE. The new interim principal, however, was at the time enrolled as a student in one of the project director's University courses. He relayed this bit of advice to the project director.

Communication and cohesiveness among staff at Morningside have been limited. The administration schedules few faculty meetings during the course of the year. Much of the information disseminated to the staff as a whole is by memo or newsletter and requires the clearance of the administration. The Morningside building complex is large, with departmental groups isolated from others. Thus, vehicles for personal communication between administration and staff and between different staff groups have been limited. Staff groups tend to interact with their own immediate colleagues and their specialized interests.

The previous activities targeted to reduce sex bias practices at Morningside created resistance toward Project BORN FREE among a number of staff during the first year. A number of persons throughout the year expressed interest in the project. However, many staff also viewed it as another affirmative action effort, a term with negative connotations. The affirmative action and Title IX compliance program has made a number of demands upon staff at Morningside to evaluate their courses, programs, and texts; to complete questionnaires and forms, to attend mandatory training sessions; and other time consuming activities. The presentation of Project BORN FREE to the school appeared to be more of the same. The instructor field staff member indicated that her and the equal opportunity advisor's affiliation with the project also added to its image as a "Women's Lib" project and generated some resistance toward it. A sizable minority of staff at Morningside were classified by field staff as quite strong in their attitudes for traditional roles of women and men. A sizable middle group, however, is not opposed to nontraditional roles for males and females but simply do not perceive it to be a pressing

problem. Thus, a major obstacle to overcome to implement change at Morningside is to increase this group's awareness of the extent of the problem and how their personal behaviors affect students.

A major event at Morningside during the school year was the announcement of district-wide budget cuts, staff terminations, and transfers. The field staff indicated that the staff at Morningside was quite upset by the manner in which these decisions were made. They reported that the decisions appeared to be made more on the basis of favoritism of the administration than of curricular needs and seniority. As a result, the staff at Morningside ended the school year with very low morale and high distrust toward the administration.

The counselor field staff member was transferred back into a teaching position, not located at Morningside, after 17 years as a counselor. He spent a great amount of time during the school year attempting to retain his position and learn of his other options in the Greenwood school system. Morningside's counseling staff tentatively was reduced from four to two persons with no assurance of replacements.

With the announced retirement of the principal as described earlier, a number of faculty committees met during the latter part of the school year to discuss leadership of the school and structural reorganization. One positive sign of these meetings was the potential for more effective communication and program development within the school after this year's past events. The field staff also were enthused and positive with the selection of the new principal, a supporter of project concerns.

One project-specific factor influenced the change activities at Morningside during its first year of involvement with Project BORN FREE. The field staff indicated that the large amount of time required to complete the assigned tasks of the systems analysis and the learning materials took time away from working

within their school. They indiated they may have made more progress at the school in furthering the goals of Project BORN FREE if less time had been required for these two project tasks.

Adaptations. The field staff and project assistant had not anticipated the degree of resistance toward Project BORN FREE by the school's administration and some of the faculty. This resistance had been generated somewhat by the district affirmative action program; Project BORN FREE felt its impact when it became affiliated with Morningside. Much of the project team's energy was directed to countering this resistance instead of to developing or organizing any change program. One resulting adaptation was the decision that a meeting between project staff and the school's administration was necessary before any further project activities could be continued. The field staff's initial desire to increase awareness of project-related issues to the total school staff was reduced to increasing awareness among just the school's administration.

Another adaptation was in the expectations of how much change could be accomplished at Morningside. Although the field staff had no specific expectations for the kind and degree of change possible, they thought more progress could be made than actually was. By year's end, the field staff indicated it would be difficult to specify any planned goals. Any inroads from the project and the district affirmative action program would be considered positive. However, because of the resistance, the general lack of concern, awareness for, and low priority given to issues of sex bias and student career development at Morningside, any impact of Project BORN FREE would have to be considered in a time frame of beyond the two years duration of the project. The field staff modified their change agent approach to a slow, gradual one.

The field staff also were forced to change their implementation strategy to separate Project BORN FREE from the "Women's Lib" image it acquired early in the school year. The field staff spent time with administrators and several faculty to clarify the project's concern for both females and males and its career development emphasis. The field staff planned to continue this emphasis on the career development component of Project BORN FREE during the second year because of the resistance generated by the sex bias component of the project.

With this background of the previous year's activities, the field staff mentioned a few possible activities for the project's second year, contingent upon the changes made and climate of the school. One activity is an inservice workshop before the beginning of classes in Fall, 1977. The workshop would utilize the videotapes and materials prepared by the Project BORN FREE staff. Short inservice sessions also occur throughout the school year. These opportunities could be used to discuss Project BORN FREE-related issues with selected departments such as home economics. The field staff also expressed a desire to sponsor a career day for students with a nubmer of guest speakers in both traditional and nontraditional roles.

Only one person from Morningside attended the BORN FREE summer workshop, the female social worker who worked in the school's counseling unit with the counselor field staff member. The implementation plan she developed at the workshop reflected the experiences of the Morningside field staff during the past year. She characterized the staff at Morningside as "threatened, divided, and defensive." She also emphasized the personal risk of her activities given the threat of future staff terminations at the school. Her planned strategy involves working with only those persons voluntarily interested in project concerns and keeping the new principal continuously informed of her activities.

She stressed the need for patience in attempting long lasting change at Morningside. Some activities the social worker proposed included the development of a support group for persons interested in Project BORN FREE to share problems, information and change strategies; to share information and materials from the workshop with the school's counseling staff and administrators; and to serve as a resource person to interested faculty on how to incorporate career development and sex-role socialization units into curricular offerings, such as psychology and family life courses. Activities to involve students and parents directly also were possible alternatives. However, the workshop participant gave priority to assisting faculty as the target group in greatest need.

Outcomes and Continuation

Changes at Morningside during the first year of Project BORN FREE were limited. Project-related activities did establish an informal network of interested persons, especially in certain subject departments. The project assistant indicated some faculty who were neutral with regard to the issues concerning Project BORN FREE were more supportive by year's end. However, at the same time, the project probably heightened negative attitudes of some faculty because of its perceived association with previous affirmative action activities in the school.

In general, some changes in policies and programs probably would have taken place at Morningside in the area of reducing sex bias because of the district's affirmative action program. Project BORN FREE added extra emphasis to this program and, thus, more impetus for change, although the minority strongly opposed to the values espoused by Project BORN FREE most likely will remain unchanged. The project did provide a basis for developing at Morningside student career development activities, an area long neglected.

The ultimate influence of the project's first year's activities at the school is uncertain because of the number of changes the school will experience during the second year of the project. The retirement of the school's principal and the selection of a new administrator may provide increased support for Project BORN FREE, as well as improved communication and staff cohesiveness at Morningside. Likewise, the replacement for the Greenwood district's superintendent, who was not a supporter of career development programs, could have strong effects upon the climate for program development at Morningside. The field staff indicated there was a new potential for change at Morningside because of the number of changes that will take place. Because the whole school is in flux, opportunities for influencing the direction of changes at the school are greater.

A number of changes also could hinder potential impact of the project. In the process of retrenchment, Morningside was slated to lose nine faculty positions; the number that might be replaced is unknown. Class sizes will increase because the student enrollment is declining at a slower rate than faculty reductions. A number of courses also were eliminated at the school. Thus, departments as a whole will have to make program and teaching assignment changes. The unstable conditions Morningside experienced the first year of the project will continue during the second year.

At the district level, the inservice program was reduced drastically; it had been a major source for staff development programs on career development and sex-role socialization topics for Morningside faculty.